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ABSTRACT

This report is part of a series of Idea Books designed to help schools and communities work together to strengthen education so all students can achieve high academic standards. It is specifically designed to help administrators and teachers seeking to understand how Title I, Title VII, and other programs assist educators in helping Hispanic students and Spanish-speaking English language learners achieve high standards. It describes promising practices that have been proven effective, illustrating how they can operate in schools and other community settings with Hispanic students. The book describes how effective schools serve Hispanic students in four ways: implementing effective, aligned, standards-based programs; building teacher and organizational capacity to serve Hispanic students; using family and community resources; and building firm foundations for postsecondary education. Each section of the book ends with a checklist that educators can use to see how well their schools and districts are meeting the needs of Hispanic students. A final chapter presents lessons learned from experience based on the four methods of serving Hispanic students. The three appendixes present an overview of profiled programs, resources for serving Hispanic students and their families, and additional resources. (Contains 84 references.) (SM)

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Helping Hispanic Students Reach High Academic Standards

AN IDEA BOOK

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Helping Hispanic Students Reach High Academic Standards: An Idea Book

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The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, nor should it be assumed that the recommended practices constitute compliance standards with current federal law.

Acknowledgments

Helping Hispanic Students Reach High Academic Standards is part of a series of Idea Books developed and disseminated under the auspices of the U.S. Department of Education. The Idea Book series is designed to help schools and communities work together to strengthen education so that all students have the opportunity to achieve high academic standards.

In completing this Idea Book, we benefited greatly from the ideas and insights of numerous teachers, principals, state and local education agency representatives, technical assistance providers, and program providers. These and others generously answered our questions, described their experiences, and directed us to other outstanding examples of high-quality education for Hispanic students. We are grateful to all these people for their help.

We wish to express special appreciation for the help we received throughout the project from our talented PSA colleagues. Lisa Weiner, Mary Leighton, and Janie Funkhouser were the main writers. Jill Bangser, Juan Espino, Jill Frankfort, Miriam Gonzales, Derek Riley, Dwayne Smith, Jenny Suh, and Karen Walking Eagle conducted much of the research needed to write the book. Ben Lagueruela and Kim Thomas wordprocessed and formatted the volume.

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CHAPTER 1

Helping Hispanic Students Reach High Academic Standards: An Idea Book

Hispanic[1] students represent the fastest-growing minority population in the United States. Since the late 1970s, the percentage of Hispanic students in public schools has increased nationwide from 6 percent to 14 percent (National Center for Education Statistics [NCES], 1998). By 2020, Hispanic Americans are expected to make up 20 percent of all U.S. children (NCES, 1998). In Texas, California, and Florida, Hispanic students are the majority in many large urban districts (Secada, Chavez-Chavez, Garcia, Munoz, Oakes, Santiago-Santiago, & Slavin, 1998).

The number of students learning English as a second language overall—of which 73 percent are Hispanic—increased substantially between 1990–91 and 1994–95, not only in places that have long had large Hispanic populations, but in states with new and growing populations, such as Arkansas (120 percent increase), Oklahoma (99 percent increase), and Kansas (118 percent increase) (U.S. Department of Education, 1998).

Despite their growing number, Hispanic students remain among the most educationally disadvantaged groups in the country:

- Hispanic children are more likely than white children to enter elementary school without the preschool experiences on which academic success depends (NCES, 1998). For example, in 1993 only about 17 percent of three- and four-year-old Hispanic students were enrolled in prekindergarten programs, compared with about 38 percent of white children (NCES, 1995).

- Hispanic students tend to score significantly lower than white students in reading and mathematics on the National Assessment of Educational Progress (NAEP) (U.S. Department of Education, 1997c).[2] For example, in 1998, only 40 percent of Hispanic fourth-graders scored at or above the basic level on the reading portion of the NAEP, compared with 73 percent of white students and 36 percent of black students (NCES, May 24, 2000).

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[1] We use the terms "Hispanic" and "Latino" interchangeably throughout this report to refer to a widely diverse group of students with family origins in Spanish-speaking countries. About 64 percent of Hispanic Americans are U.S.-born citizens residing in the United States (Bureau of the Census, 1993a). The vast majority of the Hispanic population five years of age and over who speak Spanish also speak English (Bureau of the Census, 1993b). Although unambiguous definitions of membership in racial and ethnic groups are elusive for a number of reasons, the terms are adequately descriptive for our purpose here: to improve education outcomes for a historically underserved student group.

[2] These scores do not include English-language learners (ELLs). ELL students are those whose native language is not English and who come from an environment where English is not the dominant language spoken. They may have been born inside or outside the United States. ELL students are often referred to as limited English proficient (LEP) students, as in Title I and Title VII legislation.

- The dropout rate among Hispanic students has remained at about 25 percent, much higher than that of white and black students, whose dropout rates have declined steadily (NCES, 1999).

- The supply of teachers qualified to teach English-language learners falls far short of the demand. More than 10 percent of teachers whose classes contain a majority of English-language learners are not prepared to meet their language needs. Almost 40 percent of classes enrolling from a quarter to a half of students with limited English proficiency are taught by teachers who are not prepared to help them learn English (NCES, 1994). Furthermore, the percentage of Hispanic teachers is much lower than the percentage of Hispanic students. In 1993–94, 4 percent of teachers and 13 percent of students were Hispanic; in 1997–98, 3 percent of teachers and 9 percent of students were Hispanic (NCES, 1993).

- About 40 percent of Hispanic children live in families with incomes below the poverty line, a factor closely associated with lower educational achievement. This percentage has risen from 33 percent in 1985, while the percentage of white children living in poverty declined slightly (Federal Interagency Forum on Child and Family Statistics, 1998).

- Hispanic students are more likely than white students to attend schools that have insufficient educational resources and are segregated (Orfield, 1993; White House Initiative on Educational Excellence for Hispanic Americans, 1999).

The likelihood that Hispanic students, like other students, will successfully complete their education rises with family income and parental education. *However, significant gaps between the high school graduation rates of Hispanic and non-Hispanic students remain even after holding students' social class, English-language proficiency, and immigrant status constant.* This is true across the Hispanic population,[3] although the odds of completing high school are even lower for Hispanic immigrants and those with limited English proficiency (Krashen, 1998; NCES, 1998; Reyes, Scribner, & Scribner, 1999; Secada et al., 1998; White House Initiative on Educational Excellence for Hispanic Americans, 1999).

Many schools and communities across the country—both those that have long served Hispanic students and those that have new and growing populations—are taking steps to improve the likelihood that Hispanic students reach the same high standards expected of all students. This Idea Book highlights promising strategies that schools and communities are implementing to help Hispanic students succeed as they prepare for responsible citizenship, further learning, and productive employment.

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[3] The Hispanic population, discussed as a whole here, is widely diverse. The largest subgroups are Mexican Americans, Puerto Ricans, and Cubans. Data are not generally available by subpopulation (NCES, 1995).

ESEA Programs Work Together to Serve Hispanic Students

The 1994 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) requires states, districts, and schools to hold *all* students—including Hispanic students—to high academic standards. Although many ESEA programs should be coordinated to improve education for all students, two major federal education programs within ESEA target the special needs of Hispanic students. **Title I of ESEA** aims to close the achievement gap between economically disadvantaged children and their more advantaged peers. It helps schools provide opportunities for disadvantaged children to meet the same high academic standards as those established for all children. Part C of Title I—the Migrant Education Program—addresses the specific needs of migrant children, the vast majority of whom are Hispanic.

Title VII of ESEA, the Bilingual Education Act, offers discretionary grants that assist states, school districts, institutions of higher education, and nonprofit organizations in developing and implementing high-quality, standards-based instructional programs for students who need help learning English (including those whose native language is Spanish), so that these students, too, can have the opportunity to meet the high academic standards established for all children.

Title I and Title VII work together and independently to help Hispanic students succeed in school. The 1994 reauthorization set forth a common framework for educational excellence for these two programs. This framework calls for schools and districts that receive Title I and Title VII funds to collaborate in setting common content and performance standards, planning staff development and developing organizational capacity, adopting guidelines for assessing student achievement, evaluating programs, and developing parental involvement policies and plans. Both programs also promote comprehensive school reform by encouraging the implementation of schoolwide programs that coordinate support from all sources.

In 1998, Congress authorized funds for the **Comprehensive School Reform Demonstration (CSRD) Program**. This program, which encourages schools to approach improvement through research-based, whole-school reform models, will award $220 million in grants to an estimated 2,800 schools in FY 2000. About 80 percent of the funding goes to schools eligible for Title I programs. Many of these schools serve significant numbers of Hispanic students. Although it is a small initiative by federal standards, in combination with Title I and Title VII, CSRD offers another incentive for schools to coordinate their efforts to serve Hispanic youth.

The **21st Century Community Learning Center Program** provides expanded learning opportunities for participating children in a safe, drug-free, and supervised environment. In FY 2000, Congress appropriated $450 million for these programs, which now serve almost 1,600 schools in 471 communities. Many grants support projects serving Hispanic students: The projects build on language and cultural enrichment activities offered during the regular school day. Their curricula extend opportunities for students to learn English while also addressing academic, social, and cultural goals that nurture student success.

The **Reading Excellence Act**, funded at the level of $260 million in FY 1999, as well as federally funded programs such as Gear Up, TRIO, and Goals 2000, are other resources available to support programs that target Hispanic students.[4]

This Idea Book Helps Educators to Help Hispanic Students Succeed

This Idea Book is for district administrators and curriculum coordinators, school principals and teachers, and other educators who seek to understand how Title I, Title VII, and other programs help educators to help Hispanic students and Spanish-speaking ELLs achieve high standards. It describes promising practices that have been demonstrated to be effective by current research, and illustrates how these practices can operate in schools and other community settings that have served Hispanic students for many years or that are learning how to serve a new and growing population. The Idea Book describes how effective schools serve Hispanic students in four ways:

1. **Effective, aligned, standards-based programs.** Effective schools for Hispanic students and ELLs offer standards-based curriculum, appropriate assessment, and sufficient time for all students to learn. Teaching, curricula, materials, tests, and instructional schedules are aligned and mutually reinforcing. Whatever the language of instruction, all students have a chance to learn what schools are supposed to teach them.

2. **Enhanced professional and organizational capacity.** Effective schools for Hispanic students develop the organizational capacity to meet the needs of their students. They offer professional development geared to new demands on faculty skills and knowledge, adopt governance structures that enhance collective learning, acquire the equipment and materials they need to implement their programs, and adjust the school environment to support their work. To the general knowledge and skills that might have worked with other students in other settings, faculty members regularly add new competencies specifically geared to Hispanic students' needs.

3. **Engaged family and community resources.** Effective schools for Hispanic students bring the resources of families and the broader community to bear on student success. They make Hispanic students and their families feel welcome and help students succeed. Strategies for collaboration surmount barriers posed by differences in language, culture, and social class.

4. **Sturdy foundations for postsecondary options.** Effective schools for Hispanic students keep paths to postsecondary options visible, attainable, and inviting. They help Hispanic students and their families see the long-term personal, social, and economic benefits of high academic achievement.

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[4] Title VI of the 1964 Civil Rights Act prohibits discrimination on the basis of race, color, or national origin. Under Title VI, recipients of federal grants must take steps to overcome language barriers to ensure the meaningful participation of English-language learners in the education program. This document does not address Title VI standards or requirements.

Each section of the Idea Book ends with a checklist that educators can use to see how well their schools and districts are meeting the needs of Hispanic students. The Idea Book concludes with lists of resources, such as information on relevant demographics, federal funding, program components, evidence of success, and contact information for the schools, districts, and programs described in this Idea Book; related publications for further research and reading; and organizations specializing in serving Hispanic families and students.

CHAPTER 2

Implementing Effective, Aligned, Standards-Based Programs

Learning occurs through guidance, practice, and experience. Effective school programs provide the kinds of guidance, practice, and experience that enable Hispanic students to absorb their schools' curriculum and to demonstrate their learning on tests designed for that purpose. Different types of learners may need different opportunities to master the same curriculum. For example, a beginning reader who has little experience with books needs to be guided through the basics—how to hold a book, where to find the first page, and how to fit the pictures and words together. A beginning reader who is familiar with books from read-aloud sessions with adults may already know these things. Similarly, different types of learners may need different tests to demonstrate the same mastery. A youngster who comes to school speaking only Spanish may well be able to demonstrate academic readiness skills such as retelling a familiar story, elaborating on the plot and characters, or counting to 10—but not in English. Appropriate practice and experience for learning vary according to the learners, even when the learning goals are the same for all.

Classroom Instruction Is Aligned with Standards and Assessments

During the late 1980s and throughout the 1990s, efforts to improve student achievement led to widespread adoption of state standards and development of related assessment systems and, in many cases, curriculum frameworks. As communities fleshed out the details of these ambitious agendas, districts and schools began to change what they taught and tested to reflect their overarching standards for achievement.

Translating standards into classroom teaching strategies has posed a serious challenge, both for schools that have long served Hispanic populations and those just beginning to do so. If they are faced with students who lack the requisite skills to complete a standards-based lesson, teachers may opt for an easier lesson at which students might succeed; or the teachers may intend to teach to the standards but do not have the training to do it successfully. The tale often told in studies of compensatory education is about the curriculum that never gets covered. Furthermore, some conventional methods of teaching unprepared students that have appeal on other grounds—for example, extended skill drills and engaged but unfocused conversation—may not efficiently lead to achieving standards.[5]

Programs that actually help Hispanic students achieve high standards give students lessons that take into account not only their starting points but also the finish line. Schools that effectively accommodate differences in culture and language do not dilute or defer academic experiences but enrich opportunities to learn by closing the gap between what students know and what they need to know. Successful programs for Hispanic students share some key features with successful programs for other students, but they are distinct in a few ways:

- They provide curriculum and instruction that lead to mastery of standards set for all students in forms that accommodate the particular resources and needs of Hispanic students.
- They offer special support for Hispanic students who are English-language learners.
- Programs serving migrant students tailor their services to enhance continuity and progress in the educational experience.

Planning for Success: Florida's Curriculum Planning Tool

The Florida Department of Education and partner districts have created an online Curriculum Planning Tool (CPT) that enables teachers to easily access and share classroom activities that are aligned with the Sunshine State Standards and Florida Comprehensive Achievement Test (FCAT). Each activity in the CPT consists of a lesson plan and classroom assessment that are identified by benchmarks derived directly from the state standards. Through the Florida Department of Education's Web site (www.firn.edu/doe/curric/preK12/ECPT), educators select CPT lesson plans keyed to specific state standards.

Beginning in 1996, nine participating districts each assumed responsibility for creating and evaluating CPT activities in designated content areas and grade levels. Each summer, teams of teachers spend time being trained, agreeing on expectations for the product and process, developing and evaluating activities, and submitting them to the state department of education. Pasco County, for example, creates lesson plans for science (K-12) and health (6-12). Each lesson plan provides information for teachers on how to modify the activity for students with limited proficiency in English. District experts in English-language development assess the quality and usability of all the lesson plans and their modifications.

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[5] Jeannie Oakes has written extensively about the nature and effect of different opportunities to learn offered to students viewed as academically able and those viewed otherwise; see, for example, Oakes, *Keeping Track* (1985).

Helping Teachers Concentrate on Instructional Objectives

As part of a long-term study of a two-way bilingual program in Texas (Calderon & Carreon, forthcoming), two teachers discovered differences between the way they aimed to teach and the way they actually taught. The teachers had participated in extensive, state-of-the-art professional development to learn new skills in teaching, methods of analyzing professional performance, and ways of using peer coaching. Their goal was to offer their shared class—15 English-dominant and 15 Spanish-dominant students—a learning experience that valued and used English and Spanish equally and engaged students actively in a literacy-focused curriculum. Early in the project, they observed each other's lessons, kept careful notes on activities, and critiqued what they saw. In one 90-minute literacy lesson, they clocked only 78 minutes spent on academics. Of this stretch, students spent only two minutes actually reading. None of the activities addressed the standards that the teachers had explicitly designed the lesson to address. The teachers learned that they had not been concentrating on particular learning objectives, as they had intended to do. Their continued participation in the project eventually helped them meet their goal of challenging and engaging students.

Creating Challenging, Aligned Local Standards

The Real World Academic Standards of Corpus Christi Independent School District (CCISD) are aligned with the Texas Essential Knowledge Skills (TEKS) and have been implemented in core curricular areas for four years. CCISD has developed both content and performance standards. Academic performance standards define students' expected level of performance in the attainment of content standards. For instance, at the sixth-grade level, the content standard for listening, viewing, and speaking is, "Develop skills in listening, interpreting what others say, and making presentations." The performance standards for this content standard are, "After listening to a presentation, analyze the content including main idea, purpose, and speaker's bias; evaluate messages delivered through visual media" and "Give a 10-minute presentation as part of a group using visual images created with computer technology or other media." Academic standards are disseminated to parents, students, and teachers, and are posted in every classroom.

To help teachers implement the standards in language arts, the district developed an extensive curriculum book written in both Spanish and English, *Celebrating Literacy*. The book provides K-12 lessons and assessments that are aligned with the district's standards. According to one Corpus Christi educator, "*Celebrating Literacy* offers supplements to every bit of reading instruction. *Celebrating Literacy* is a great tool kit." Teams of teachers were involved in its creation, and teachers were trained to teach other teachers about the new reading curriculum.

Curricula Are Challenging and Literacy Focused

Curricula that help Hispanic students succeed academically close the gap between conventional assumptions about students' resources for learning and demonstrating mastery, on the one hand, and students' actual cognitive, social, and cultural resources, on the other hand. These curricula are based on sound research about how best to stimulate student learning and are closely tied to the standards of achievement. Literacy is a priority because it underlies mastery of all other academic subjects.

Serving an Emerging Population in Georgia

Roan Elementary School, a Title I schoolwide program, has seen a dramatic increase in Hispanic students in the past 10 years, from 14 percent in 1989–90 to about 80 percent in 1999–2000. Roan is a public school in the rural Dalton Public Schools, in northwest Georgia, where carpet and poultry industries have attracted many former migrant workers, and they, in turn, have brought their families to the area from Mexico. The district's school enrollment increased from 3,876 in 1989–90 to 5,027 in 1999–2000, mainly as a result of the rapid influx of Hispanic families. In 1998–99, Roan served 743 students in grades preK-2; 74 percent were Hispanic, 10 percent were white, 13 percent were African American, and 3 percent were multiracial. About 25 percent of Roan students are ELLs, and 81 percent are eligible for free or reduced-price lunches.

Roan students receive at least three hours per day of reading instruction, about half of which is integrated into the content areas. All instruction is aligned with Georgia's state standards and curriculum. Roan, like other elementary schools in Dalton, uses Direct Instruction (a CSRD model). Direct Instruction is a highly structured, phonics-based program that emphasizes decoding skills, language development, and comprehension skills. Teachers assess students continuously so that students can proceed at their own pace in small instructional groups. Students participate in Direct Instruction for one hour each day. Both teachers and paraprofessionals receive intensive training to implement and support Direct Instruction. To ensure that students also have experience with literature, Roan uses Accelerated Reader, a computer-based program that assesses children's reading skills, recommends appropriate books, and tests students' comprehension of those books before they move on to another text.

ESL instruction is well integrated at Roan. ELLs participate in Roan's regular reading program and, depending on their individual needs, also receive assistance from the school's ESL teachers. ESL teachers work with classroom teachers, often during Direct Instruction, to coordinate instruction. Students who need more intensive assistance attend ESL classes. Roan (like all schools in Dalton) also uses reading and math software from the Computer Curriculum Corporation. An ESL component is included for students who need it.

Dalton has implemented a systemwide elementary Spanish foreign language program for all students. Roan uses commercially available programs, *Estrellita* and *Estrellota*. The programs incorporate language skills, reading strategies, and native-language literature.

Serving an Emerging Population in Georgia *(continued)*

ELLs whose native language is Spanish can move through the program at an accelerated pace. Roan students participate in Spanish instruction for about 30 minutes each day.

To serve its growing Hispanic population, which includes many students with limited English proficiency, Roan has actively recruited certified teachers who are bilingual, as well as well-qualified bilingual paraprofessionals. Three paraprofessionals at Roan are funded under a systemwide Title VII grant to recruit graduates of Monterrey University in Mexico to serve as paraprofessionals in Dalton. Several of these paraprofessionals have gone on to earn Georgia teaching credentials. Local funds have made it possible for some Dalton teachers to spend up to a month during the summer learning about Mexican culture at Monterrey University.

In May 2000, 87 percent of Roan first-graders were reading at or above grade level in English. Of the 61 kindergartners who had attended Roan's preK program and participated in Direct Instruction, 85 percent were reading at or above grade level.

EFFECTIVE AND FLEXIBLE PROGRAM MODELS

Evidence suggests that schools have found many effective ways to engage Hispanic students in learning. Some schools take advantage of resources and conditions that are specific to a school, district, or region. Other schools have assembled strategies with widely documented effectiveness, including those that have been disseminated nationally.

From syntheses of thousands of studies, researchers at the Center for Research on Education, Diversity, and Excellence (CREDE) at the University of California at Santa Cruz have identified five principles to govern programs intended to help Hispanic students achieve high standards (Rueda, 1998; Tharp & Gallimore, 1988):

1. **Joint productive activity.** Teaching and learning are social activities, and learning takes place when students collaborate to solve problems. Joint activities, such as cooperative learning, generate the kinds of engagement and conversation that promote learning. Among learners with different levels of skill or knowledge, novices' questions elicit explanations from more advanced fellow students that extend the learning of the novices while consolidating the learning of explainers.

2. **Reading and language development is embedded in the curriculum.** Good programs stimulate growth in students' reading and language skills in all instructional settings. Language proficiency at the level needed to succeed academically is one key to success in all subjects (Collier, 1985). Whether the focus of a given lesson is science, math, or any other core subject, one theme is the development of reading and language skills.

3. **Connections to everyday life.** Good programs root their explanations of new concepts and skills in students' everyday experiences. Using familiar language, concepts, materials, and examples enables students to extend what they know to new directions. Making families and communities into teaching partners can lead to learning that endures.

4. **Challenging expectations.** Good programs expect great things of all students. All students, regardless of their primary language or cultural background, need cognitive challenges. Analyzing and evaluating are essential skills for learners, even those who need to spend time memorizing basic skills as well. Effective lessons take into account both the limitations of students' existing knowledge and skill and the potential inherent in their general intelligence.

5. **Instructional conversations.** Good programs engage students in instructional conversations. These conversations help them relate formal school knowledge to the knowledge they share with family and community. They go beyond the conventional strategy of recitation, when teachers ask questions for the purpose of hearing students report what they have learned in a lesson. In "instructional conversations," teachers stimulate students to describe how they think and what they know so that teachers can link new knowledge with the familiar.

Programs that promote the academic success of Hispanic students will show the influence of these principles in appropriate ways.

Nationally disseminated models. Nationally disseminated programs that have demonstrated success in helping Hispanic students meet high standards have several characteristics in common (Fashola, Slavin, Calderon, & Duran, 1997). The methods and materials in these models connect explicitly to the goals of instruction. Teachers regularly measure students' progress toward those goals and use the results to adapt instruction to student needs. Furthermore, these models have well-defined program components, including plans and materials for professional development. And, equally important, the group responsible for disseminating the model monitors the quality of implementation.

Among those programs that have successfully designed parallel models to serve both English and Spanish speakers are Success for All/*Éxito Para Todos*, Consistency Management and Cooperative Discipline/*Disciplina Consistente y Cooperativa*, and Reading Recovery/*Descubriendo La Lectura*. Carefully controlled, extended studies have documented significant academic gains on state assessments and other measures among students who participated in these programs (Fashola et al., 1997).

Success for All/*Éxito Para Todos*, the most widely adopted CSRD model, provides a comprehensive preK-6 curriculum in reading, writing, and language arts. Students across grade levels form small homogeneous instructional groups for 90 minutes every day. During this time they are directly instructed in phonics and comprehension, read silently and in pairs, engage in group discussion of comprehension and vocabulary, and write both individually and in small groups. Cooperative learning strategies promote critical thinking and language development. Tutoring by highly trained staff speeds up the lowest achievers' progress. Regular program-specific testing ensures that each student is working at the appropriate instructional level. A program support person serves as project manager and coach, and a family support team provides a kind of "triage" for troubled students, solving some problems and referring others to appropriate specialists. The Spanish version of Success for All is not simply a translation, but an adaptation that reflects the influence of language and culture on content and materials. A third version, adapted for use with ELLs in multilingual, high-poverty schools, is also producing large gains in student literacy.

Promoting "Success for All" through CIRC/BCIRC

Developed by Dr. Margarita Calderón in conjunction with the originators of Success for All, BCIRC is a Spanish bilingual adaptation of Johns Hopkins University's Cooperative Integrated Reading and Composition (CIRC) curriculum. Schools, including those using CSRD and Title I schoolwide program funds, can choose to implement CIRC and BCIRC in grades 2-8 without becoming Success for All schools. CIRC and BCIRC have become the reading and writing components of Success for All for programs implementing bilingual and ELL models.

CIRC and BCIRC draw on instructional practices designed to develop social, academic, and communication skills. The CIRC and BCIRC programs contain three principal elements: direct instruction in reading comprehension, "treasure hunt" activities, and integrated language arts and writing. In all of these activities, students work in heterogeneous teams of four. All activities follow a series of steps that involve teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, and testing.

BCIRC helps students succeed in reading their home language, Spanish, and then in making a successful transition to reading English. Success for All and BCIRC are aligned to the standards of the states where they operate. The program's manuals for teachers provide everything that teachers need to present their lessons—plus activities and recommendations that help students to meet the standards.

BCIRC integrates students' experiences with literature and with reading and writing. As students begin to move from Spanish to English reading, teachers use an adaptation of CIRC. The ELL CIRC curriculum makes the language more comprehensible to students who are still learning English. The combined sequence of activities, which focuses on students' cultural backgrounds as much as possible, offers students rich language experiences that integrate speaking, listening, reading, and writing. Because students learn strategies in Spanish first, they can transfer these strategies to the English-language context. As students begin reading in English, they know the routines and their role and function within each instructional event.

During CIRC/BCIRC's 90-minute reading blocks, students first build the background and vocabulary they need to understand the lesson, make predictions, and read a selection. Teachers ask students to read alone silently and with partners aloud.

After partner reading, pairs—who are carefully selected by reading ability—discuss key elements of the narrative: characters, setting, plot, problem/solutions. Teams of four then map the story, retell the stories to partners within their teams, and do writing activities related to the story. About 10 words found throughout the story become a word bank that students use throughout the week orally and in their writing.

To assess their own progress, partners initial a student assessment form indicating that they have completed the list of activities that they are expected to complete at their own pace. Partners have a vested interest in making sure that all students complete their work correctly because individual students' scores become the team's score. At the end of three class periods, students are assessed on what they have learned.

Consistency Management and Cooperative Discipline/*Disciplina Consistente y Cooperativa* (CMCD) is a schoolwide program, and a CSRD model, that has generated measurable improvements in learning environments and student achievement. The achievement is attributed to significant increases in academic learning time. The program emphasizes students' and staff's shared responsibility for making and keeping rules that maintain safety and order, largely through a framework that emphasizes caring, prevention, cooperation, organization, and a sense of community. Staff assess their school's needs in the spring, participate in summer workshops conducted by local and national program trainers, and continue meeting throughout the school year to improve the program's implementation. School staff, eventually in cooperation with students, write explicit rules for behavior that correspond to their own school's needs. Students and staff, including support staff such as office aides and custodians, enforce the rules. Evaluations document dramatic reductions in rates of serious and minor misbehavior (Freiberg, 1996), and teachers report having up to 40 minutes more each day to use on academics (Opuni, 1998).

Reading Recovery/*Descubriendo La Lectura* is a tutoring program in which a specially trained teacher works 30 minutes a day with each of the lowest-achieving first-grade readers. Tutoring focuses on helping students use effective strategies for reading and writing. Sessions consist of reading familiar stories together, writing stories, reassembling cut-up sentences, and reading new stories. Teacher training focuses on diagnosing students' literacy problems and teaching students how to solve them. It features "behind the glass" sessions in which one teacher works with a student while other teachers observe from another room, followed by a collaborative analysis of the lesson and its applications of the program's principles. Studies conducted by program developers and others show substantial, enduring effects on reading performance in both the English and Spanish versions (Fashola et al., 1997).

"Made to order" models. Many schools and districts find it efficient to adopt programs created close to home or to invent programs specifically tailored to their community's population and resources. Because these often have the advantage of local appeal and ownership, they may elicit more thoughtful and whole-hearted implementation. For example, to serve its large and growing Hispanic population, the El Paso Collaborative in Texas has created its own CSRD-approved literacy model, Literacy in Action. Homegrown models differ considerably in format and approach, but their effectiveness arises from the aforementioned key principles of good practice. Like national models, the models' success relies on schools to conduct ongoing analyses of students' performance to ensure that they are achieving to high standards.

Creating a Locally Relevant Curriculum

Lennox Middle School in Lennox, California, serves about 2,000 sixth-, seventh-, and eighth-graders through a Title I schoolwide program. Nearly all of its students are Hispanic, and almost 70 percent are Spanish-speaking ELLs. Ninety-six percent of students are eligible to receive free or reduced-price lunches.

Teams of three to five teachers work with groups of 90 to 130 students on a locally developed curriculum that transcends specific subjects. Each team consists of a math/science teacher, a language arts teacher, a physical education teacher, an exploratory teacher (for classes once called "electives"), and sometimes a special education teacher. Teachers often follow their students from grade to grade to maintain a link.

Lennox's curriculum is aligned with state standards. It emphasizes reading, along with justice, peace, and tolerance. Teachers work hard to find culturally appropriate and motivational literature for Latino children and books by Latino writers.

Between 1998 and 1999, on the Stanford Achievement Test, Lennox students' scores in reading, language, spelling, and mathematics, on average, increased or remained stable, as did the number of students achieving at or above the 50th percentile. ELLs' reading scores in several grades also increased.

HELP FOR ENGLISH-LANGUAGE LEARNERS

Students with limited English proficiency bring different resources to language and content lessons presented in English. Some have prior knowledge that gives a boost to learning, regardless of the language of instruction. Some have particular facility in language acquisition as a result of experience or native ability. Some have family situations that especially encourage English-language development and other academic learning. Others have limited early schooling, underdeveloped skills in language acquisition, or difficulties outside school that impede the speed of learning. These variations in readiness and aptitude lead to comparable variations in the length of time it takes to become fluent enough in English to master academic lessons under mainstream classroom conditions.

Research does not offer conclusive guidance on how long it usually takes students to acquire a second language. Some studies suggest that, on average, children may spend five to seven years acquiring the proficiency that regular classroom instruction demands (Genessee, 1999; Teachers of English to Speakers of Other Languages, 1997). Providing adequate support to students for as long as it takes them to learn English and using educational resources—including bilingual and ESL teachers, who are generally in short supply—efficiently require having a valid and reliable method of testing for readiness to move on to mainstream classes. This is particularly important where support for language development will not be readily available after students exit a program.

For English-language learners, lessons presented wholly in English can be particularly problematic. Students may be ready to learn the next step of a math equation, a new science concept, or the principles espoused in the U.S. Constitution, but unable to grasp information if it is given in English. When instruction fails to take into account the strengths and weaknesses of a student's learning resources, it severely restricts the student's opportunity to learn. Students with limited English proficiency who lack proper language support—whether it is provided in English, in the student's native language, or in some combination of the two—may not grasp the curriculum and may fall behind academically, putting them at high risk for dropping out of school (Faltis & Wolfe, 1999). Because the long-term economic costs of low achievement are high—including the cost of remedial education and the constraints on an individual's ability to participate in the workforce—schools use an array of strategies to help English-language learners.

Learning the Same Curriculum

Teachers at H.D. Hilley Elementary School, a Title I schoolwide program in Texas's Socorro Independent School District, take pride in offering the same curriculum to ELL and English-proficient students. Hilley serves 766 students in grades preK-5; virtually all its students are Hispanic and 24 percent are Spanish-speaking ELLs. Ninety percent of students receive free or reduced-price lunches.

All students participate in the same curriculum structure and complete similar challenging assignments; to help ELLs grasp the curriculum, teachers use Spanish and sheltered instructional techniques. Hilley's method eases the transition of ELLs—all of whom speak Spanish—into the monolingual English classroom. Students are used to the instructional routine. "They need to do the problem of the day using the Problem Solving Plan structure. They need to write in their journal. They need to read a book and do their reader's response," explained a third-grade teacher. "The curriculum and the instructional methods [of the ELL and English-language activities] are as similar as they can be."

Between 1995 and 1998, Hilley students' scores on the TAAS increased 30 points in reading and 18 points in math, winning recognition for achievement from the Texas Education Agency.

English language learners and Title I and Title VII. ELLs can receive services under both Title I and Title VII. Title I supplements opportunities to learn for all eligible students enrolled in Title I schools, whether they speak English or another language. Title I plans describe how the districts will coordinate and integrate education services, including those for ELLs. Federal law encourages districts to integrate Title I and Title VII services, for example, by strengthening parental involvement or professional development efforts.

Title VII, the Bilingual Education Act, specifically serves students with limited English proficiency. The purpose of Title VII is to educate these children and youth to meet the same rigorous standards for academic performance expected of all children and youth, including state content standards and challenging state performance standards. Title VII, Part A, awards four types of grants to districts and states:

1. Three-year development and implementation grants to initiate new programs

2. Two-year enhancement grants to improve existing programs

3. Five-year comprehensive school grants to implement whole-school reform with a focus on improving services to LEP students throughout the school program

4. Five-year systemwide improvement grants for districtwide projects in districts serving high concentrations of LEP students

These programs—both together and independently—support schools as they employ strategies to help Spanish-speaking and other English language learners.

Strategies for reaching high standards. Schools that serve long-established Hispanic ELL populations and schools that are just beginning to serve such groups can use varied strategies to help students with special language needs. Sheltered instruction, English as a second language (ESL) classes, developmental and transitional bilingual education, and two-way bilingual education programs are all options to consider. ESL and sheltered instruction are approaches for teaching English. Bilingual programs may build skills in both Spanish and English using instruction delivered in Spanish as well as ESL methods and often sheltered instruction. In addition to these approaches, which are tailored specifically for ELLs, schools can use cooperative strategies to promote interaction among students that helps all students learn English as well as content in various subjects (Fashola et al., 1997).

English as a Second Language (ESL). Typical ESL programs build students' English grammar, vocabulary, and communication skills. Research has shown that using a content-based approach for teaching English to students is more effective than isolating language skills from academic content (Genessee, 1999). **Content-based ESL** is structured around academic content, cultivating English fluency and mastery of core subjects. Students usually move through successive levels of ESL before exiting the program.

Learning English through Content

Rio Grande High School in Albuquerque, New Mexico, promotes literacy in both English and Spanish by offering its students with limited English proficiency four levels of content-based ESL programs as well as separate classes to improve their Spanish literacy skills, all with the state content standards in mind. Funded in part by Title VII, the school serves more than 2,000 students in grades 9-12; 85 percent of the students are Hispanic and 69 percent are Spanish-speaking ELLs. On the Gates-MacGintie assessment, ELL students' reading scores showed improvement as they moved through grades 9-12.

The school uses the Language Assessment Scales (LAS), a commercially available English-language assessment, to determine when students are ready to move from one level of the program to the next. Level IV—the final ESL level at Rio Grande—helps students make the transition to an English-based program.

Rio Grande's four ESL levels enroll students in all grade levels. The levels are as follows:

ESL Course	Prerequisites	Course Description
Level I: Transitional ESL	Very limited or no knowledge of English	Opportunity to learn English in a no-stress environment. Students participate physically, socially, emotionally, intellectually, and linguistically in meaningful situations as they acculturate to the school environment and the community. Skills taught include listening, speaking, reading, and writing, as well as cultural understanding.
Level II: English Language Enrichment	Transitional, enrichment, and teacher- or test-recommended	Continues process of acculturation and helps students understand and produce more complex oral and written language. Teachers integrate language development with science, art, and other subjects. Students are able to function better in content area classes. The course reinforces skills in listening, comprehension, oral production, reading, and writing, as well as cultural understanding.
Level III: ESL	Transitional, enrichment, and teacher- or test-recommended	For students who have mastered listening comprehension, speaking, reading, and writing skills learned at previous two levels. Designed to incorporate second language with content in different subject areas. Emphasizes study skills and cultural understanding.
Level IV: ESL	Completion of levels I, II, and III or teacher recommendation	For students who have mastered listening comprehension, speaking, reading, writing, and study skills presented in previous levels. Usually taught simultaneously with a regular English class; designed to provide advanced language support for a mainstreamed limited English speaker. Level IV ESL also helps students develop independent learning skills so that they can cope with different learning situations.

Igniting Learning for Gifted ELLs in Louisiana

Project IGNITE (Identifying Gifted LEP students In and Through ESOL) offers ELLs in the East Baton Rouge Parish Schools a "pregifted program" as a steppingstone to gifted and talented education. The program is funded by Title VII and local funds. Because ELL students are often underidentified and underrepresented in gifted programs, Project IGNITE works with educators in three schools to identify potentially gifted students who are not yet proficient in English. Students are identified through multiple measures, including some that are not language dependent. Identified students participate in three hours of Project IGNITE each week during the regular school day for up to two years. About 15 percent of East Baton Rouge students served are Hispanic.

Project IGNITE is modeled on Project GOTCHA, first developed in 1987 as a U.S. Department of Education Office of Bilingual and Minority Education (OBEMLA) Academic Excellence Project in Broward County, Florida. Project IGNITE uses the Project GOTCHA curriculum, which is aligned with Louisiana standards and the standards advocated by Teachers of English to Speakers of Other Languages (TESOL). The curriculum takes a multicultural, thematic approach that meshes language objectives and ELL teaching strategies with authentic, content-based tasks. Since Project GOTCHA in Broward County ended in 1996, its developers have consulted and worked with districts, including East Baton Rouge, to develop new projects like IGNITE. The consultants help districts to write Title VII grants to fund implementation. So far, three Florida districts, in addition to East Baton Rouge, have received Title VII grants to implement GOTCHA-based programs.

Project IGNITE activities focus on developing students' critical thinking skills. For example, to make their family trees, students study real trees from both the United States and their native countries, learning science, geography, and new vocabulary. They then choose the tree they feel best represents their family. The specially trained and certified Project IGNITE teacher encourages students to place their relatives on whatever tree "branches" they believe make the most sense, to allow room for nontraditional family structures. Project IGNITE also trains all teachers in the elementary schools in which it operates to provide continuity between the regular and IGNITE classrooms and to ensure that all students in the school benefit from the project.

In 1999–2000, the first year of Project IGNITE in East Baton Rouge, five of the 67 students served so far have entered the regular district gifted program, and many more are expected to follow next year. Data from Project GLITTER, a very similar, longer-running GOTCHA-based program in Broward County, indicate that participating students increased their scores on the SAT-9 by nearly 5 percent, while scores of nonparticipating students in a comparison group decreased by nearly 3 percent.

Sheltered instruction. Sheltered instructional techniques help ELLs grasp subject-specific content through instruction in English. These techniques are less language-dependent than other teaching methods and rely more on hands-on activities to convey the lesson to students. For example, teachers might use supplementary materials such as graphs, models, visual aids, and manipulatives. Text can be outlined or rewritten in more understandable language or graphically depicted. Content objectives in a sheltered algebra or physics course, for example, are exactly the same as the objectives in their mainstream English counterparts, but the teacher constantly monitors and adjusts instructional methods and complexity of English used according to students' developmental language needs. Sheltered instruction, conducted in English, may be used specifically to teach students to read, write and speak in, and listen to English (i.e., ESL) or can be used as an instructional method for teaching the content areas (e.g., sheltered algebra, sheltered biology). ESL and bilingual education teachers can incorporate sheltered instructional techniques into those models as well.

Helping New Immigrants Understand American Culture

At Liberty High School in New York City, a newcomer school and Title I schoolwide program, students in the bilingual program have the opportunity to participate in Multicultural House, a program for students from several primary language groups. Liberty serves 525 students, all of whom are new immigrants with limited English proficiency and about a third of whom speak Spanish. Students in this program take their ESL courses together. The curriculum for these combined classes includes topics such as the immigrant experience, the contributions of different ethnic groups in America, discrimination, cultural clashes, job search, and survival skills. Students also complete two interdisciplinary projects: "Names and Naming Customs" and "Gender Roles in Different Cultures." Students use a teacher-created student workbook that is based on the state standards and written in three languages. Teachers used sheltered instructional techniques to help students grasp content while they build their English skills. Title VII helps support Liberty's programs.

Districts can develop sheltered curricula in accordance with state and local standards, aligned assessments (including alternative assessments such as portfolios and ongoing teacher assessments), and professional development to help teachers implement sheltered instructional techniques for ELLs.

Bilingual education. Bilingual education is another option for serving ELL students. In bilingual education programs, students study academic content in their native language while they learn English. Transitional bilingual education, development bilingual education (also called maintenance programs), and two-way bilingual immersion models are the three most common types of bilingual education programs, with transitional programs constituting the majority of bilingual education programs overall.

Although most Spanish-speaking students are not enrolled in bilingual programs, the majority of bilingual education programs do serve Spanish-speaking students (Genessee, 1999). Title VII requires that funding priority be given to programs that promote bilingual proficiency in English and another language for all students participating in the program.

When implemented properly, a bilingual education program can help students meet high standards and achieve proficiency in English. Evidence also suggests that bilingual education lowers dropout rates and enhances student achievement by signaling to students that the school values their language and culture (Krashen, 1998). Students transfer the content and skills learned in Spanish to those later learned in English. For example, students who study algebra in Spanish do not need to study the same concepts again in English, but continue on to the next math course in whatever language they can handle.

Earning Bilingual Seals for Graduation

Rio Grande High School in Albuquerque is one of two schools in the nation where students may earn a bilingual seal on their high school diplomas. The bilingual seal program is supported at the school by Title VII. To earn this distinction, which shows that students are proficient in both Spanish and English, students must complete Level IV of Spanish-language instruction with a "C" or better. They also must complete a college preparatory program with a minimum of four academic classes each in mathematics, science, social studies, and English, as well as two electives.

Students apply for the bilingual seal during their senior year. A committee of teachers, administrators, counselors, and bilingual staff reviews applications and tests students' Spanish and English listening and speaking skills using a locally developed performance assessment, and their reading and writing skills in both Spanish and English with the Language Assessment Scales. Students must pass all sections of the exam with a 70 percent score or better to earn the bilingual seal.

In 1999, 40 Rio Grande students received the bilingual seal on their diplomas. In 1997 and 1998, 30 students received the seal each year.

TRANSITIONAL BILINGUAL EDUCATION (TBE) is the most common type of bilingual education for ELLs in the United States (Genessee, 1999). The goal of TBE programs is to use students' native language skills for grade-level instruction in the content areas until students develop the English skills for them to move to an English-based instructional program. Students enrolled in TBE programs learn English through ESL classes while studying grade-level academic content in their native languages. Teachers sometimes also use sheltered instructional techniques to teach content as students make the transition from native language to English instruction.

TBE programs often begin in kindergarten or first grade, with the goal of attaining basic English proficiency within two years. Program designs assume that students will exit the program within three years, at which point it is hoped that they have learned enough English to succeed on their own in mainstream English classrooms. If they have not, they may receive additional help with developing their English-language skills. Students' transition to English-only instruction often begins with English-taught (and perhaps sheltered) mathematics and progresses from the least to the most language-dependent subjects, ending with social studies. Because Hispanic students learn much content in Spanish, especially in the first year, the program requires fully bilingual teachers well trained in TBE methodology.

Besides the usual requirements for good instruction, effective TBE programs for Hispanic students feature:

- High-quality English- and Spanish-language instruction aligned with standards
- Ongoing oral English development
- Help for students struggling in the early grades
- Effective transitions to English instruction
- Well-trained bilingual teachers (Genessee, 1999)

Implementing TBE at Liberty High School

Liberty High School offers Spanish-speakers several types of TBE programs. The curriculum of each is aligned with the new content standards set by the New York State Education Department and the academic performance expectations of the New York City Board of Education.

Students lacking literacy in both Spanish and English enroll in the minischool, a self-contained program that develops Spanish and English literacy skills as well as the academic skills necessary to succeed in an American classroom. Minischool teachers base the curriculum on practical themes, relying heavily on "hands-on" instruction. Minischool students take two Spanish-language classes at one of two levels, ESL classes at one of nine levels, global skills and math in Spanish, and science (taught in English).

Students who are literate in Spanish typically take three periods of ESL, content courses in Spanish, and one period of Spanish language arts. In this way, students earn content course credit that they may not have otherwise earned because of their limited proficiency in English. The native language arts course curriculum reflects students' Spanish-literacy level. For example, some less advanced students write friendly letters in Spanish, while more advanced students read *Don Quixote*.

DEVELOPMENTAL BILINGUAL EDUCATION programs (DBE), or maintenance programs, teach Hispanic ELLs content in both English and Spanish, cultivating academic proficiency in both languages. In these programs, often supported by Title VII, students add English to their language repertoire and enhance their Spanish. Many DBE programs begin in kindergarten or first grade and ideally continue through secondary school. Most DBE programs in the United States are for Spanish-speakers. Research on DBE shows that such programs, after four to seven years of participation, help students to perform at grade level in English and narrow the achievement gaps between students who are fluent in English and those who are learning English (Genessee, 1999). DBE environments value students' native language, closely tied to culture, thus keeping students' self-esteem high, a factor linked with success (Calderon & Carreon, forthcoming; Genessee, 1999).

High-quality DBE features:

- Varied, appropriate teaching strategies to enhance English and content learning
- Separate English and Spanish instruction, each aligned with standards
- Heterogeneous grouping
- Instruction that extends at least through elementary school and sometimes through secondary school
- Equal status for English and Spanish
- Well-trained bilingual teachers (Genessee, 1999)

TWO-WAY BILINGUAL EDUCATION. Two-way bilingual, also known as dual immersion, programs provide standards-based, integrated language and academic instruction for both native English-speakers and ELLs. All students learn a second language, develop first-language proficiency, and deepen cross-cultural understanding. Two-way bilingual education differs from DBE in that most DBE students are English-language learners, while two-way programs serve both language minority and native English-speaking students.

Teachers teach students some subjects in English and some in a second language, most often Spanish. Most programs begin in kindergarten and span the elementary grades. Usually, each class is divided equally between native English-speakers and native Spanish-speakers. In the early grades, teachers may provide about 90 percent of instruction in Spanish and 10 percent in English, working up to roughly equal time for both languages as students gain proficiency. In others, instructional time may be more equally divided from the start. The time spent learning in each language often depends on school resources and teacher capacity (Calderón & Carreón, forthcoming).

A well-implemented two-way bilingual program features:

- Use of appropriate strategies for teaching and learning language and content aligned with standards
- Separate use of Spanish and English by teachers and students
- A four- to six-year program (at minimum)
- Developmentally appropriate curriculum
- Equal status for both languages
- Well-trained bilingual teachers
- Appropriate bilingual materials (Genessee, 1999)

Producing Bilingual, Biliterate, Bicultural Students

Coral Way Elementary School in Miami serves 1,375 students in grades preK-5. Eighty-nine percent of these students are Hispanic and 25 percent are Spanish-speaking ELLs. About 70 percent of students in this Title I schoolwide program receive free or reduced-price lunches. Title I helps the two-way bilingual education school support small-group instruction, low student-teacher ratios, and a parent coordinator. Coral Way's objective is "to help students become bilingual, biliterate, and bicultural."

Coral Way prides itself on using the CORE knowledge curriculum, developed by E.D. Hirsch. It is the only school in the Miami–Dade County district to implement the program in both Spanish and English. There is also a bilingual curriculum in prekindergarten. The CORE knowledge curriculum uses a cooperative approach to learning, includes technology in its teaching, and focuses on literature. The school links the thematic units recommended by the CORE curriculum to language arts, science, and social studies and aligns these with district standards, which in turn align with Florida's Sunshine State Standards. At Coral Way, 95 percent of students read at grade level by second grade. On the Florida Comprehensive Assessment Test, students scored six points above the state average in fifth-grade mathematics and four points higher in fourth-grade reading.

Immersing Students in Spanish and English at Key Elementary School

Francis Scott Key Elementary School in Arlington, Virginia, a Title I targeted-assistance school, serves 575 students in a Spanish-English two-way bilingual education program. Fifty-nine percent of students are Hispanic, 33 percent are white, 7 percent are African American, and less than 1 percent are Asian American. About half the students are ELLs, virtually all Spanish-speakers.

All students at Key study Arlington County's elementary curriculum, aligned in both Spanish and English with Virginia's Standards of Learning (SOLs). Students learn social studies and language arts in English, and mathematics and science in Spanish. Students are also taught art, music, and physical education in English. The program is designed to teach English- and Spanish-speaking children a second language through content instruction and everyday conversation.

Each group of approximately 50 students has two teachers. One teacher teaches in Spanish and the other in English. Students are divided into two heterogeneous groups, each with approximately 12 Spanish-speaking students and 12 English-speaking students each. One group spends its mornings with the English-speaking teacher while the other group is with the Spanish-speaking teacher. In the afternoon the groups switch teachers.

The Key School is one of only three schools in Arlington that met the state's achievement expectations on the SOL test in 1998. Only 7 percent of schools across the state earned this distinction.

Cooperative learning strategies. Well-structured cooperative learning activities provide opportunities for elaborated, on-task conversation among students with different language strengths and needs. When teams include English-language learners at different stages of English acquisition, the task structure engages students in helping each other complete assignments, offering explanations and assistance in the available shared language (Cohen, Lotan, & Holthuis, 1995). In studies of Bilingual Cooperative Integrated Reading and Composition (BCIRC), for example, students emerged with greater mastery of reading and writing in both English and Spanish by the end of two years (Calderón, 1994).

Two key conditions characterize cooperative learning strategies that have demonstrated their effectiveness in accelerating student achievement. First, teams work toward a common goal, such as earning recognition by performing well. Second, team success depends on individual learning. For example, a team of students with diverse abilities can earn recognition for achievement when the sum of students' improvement scores reaches a preset high standard. In a typical cooperative learning lesson, the teacher presents new information at the appropriate level of challenge, and then students work in teams on assignments designed to lead to mastery. Depending on the subject, students may be working on the same or different assignments, but everyone is expected to offer encouragement and support to teammates. Students take mastery tests individually, to demonstrate whether each has attained the lesson objective, but their individual performance becomes part of a team improvement score that establishes eligibility for recognition (Leighton, 1999).

Implementing Complex Instruction

Complex Instruction (CI) is a research-based, cooperative learning approach designed for academically and linguistically diverse classrooms. The model, grounded in educational and sociological theory, is used in hundreds of elementary and middle schools serving Hispanic students. Designed by Dr. Elizabeth Cohen at Stanford University in 1979, it features carefully crafted group work that provides all students access to engaging, higher-order learning activities. This is accomplished in part through "multiple ability curricula" that require use of a wide array of intellectual abilities so that students at different levels of academic achievement and with different strengths can successfully work together to complete a group project. For example, the completion of a group activity on the Maya Indians could require students to use visual skills, musical or dramatic abilities, analytical reasoning, or other academic skills.

Creating equitable classrooms is at the heart of CI. All students participate in group work, regardless of their achievement level. To ensure that all students have a chance to work to meet the same standards, CI students learn the norms of cooperation and the importance of everyone's contribution to a group task. In addition, teachers receive extensive training in all aspects of the program, including how to use "status treatments" to broaden students' perceptions of what it means to be smart and how to encourage students to talk and work together to solve group assignments. (CI also trains preservice teachers in the California State University system.) Research has consistently shown that the more the students talk and work together on CI's multiple ability tasks, the more they learn.

CI's approach to group work is ideal for classrooms serving Hispanic students. CI offers all Hispanic students culturally relevant, intellectually challenging curriculum. Also, ELLs comprehend better and are more engaged in a task when graphs, diagrams, or other visual aids are used, as they are in CI's approach of engaging students' different learning strengths. CI also offers ELLs valuable "practice time" for language development as they talk and work with fluent English-speakers and each other on group products. At the elementary level, research on the model has found that the more frequently the Spanish-speaking ELLs talked about a group task, the larger their gains in the English language. The multiple-ability curriculum also offers a variety of ways for ELLs to show their "smarts," raising their status in the classroom and increasing their participation in group work. Bilingual students are viewed as valuable resources because they translate for ELLs in their group and support ELLs' language development. CI's approach to group work has also been shown to improve low-achieving, disengaged readers' reading and writing skills because students practice these skills for a "real" purpose: to communicate, contribute, and understand.

Newcomer programs. Some districts have implemented newcomer programs for newly arrived secondary school students, most of whom speak Spanish and many of whom have limited English- or native-language literacy skills and little formal education of any kind (Short, 1998). Newcomer programs offer intensive language development and other studies to help students—most of whom have been in the United States for one year or less—adjust to their new country both academically and culturally. Normally, the programs serve students for an adjustment period of 6–18 months before the students move on to academic and ESL classes in regular schools. Federal Immigrant Education grants support the newcomer programs at many sites.

Welcoming New Immigrants

Liberty High School, a newcomer program in New York City, came into being in 1986 after the New York City Board of Education decided to dedicate a school to students who arrive during the semester instead of trying to place these students in other schools. Upon noting that most of these students were new immigrants, the board decided that the new school should focus on immigrants. Four members of the staff (including the principal and assistant principal) have been at Liberty since its inception. Liberty offers a one-year transitional program for students who are between the ages of 14.5 and 19 and have less than eight years of schooling.

Typically, newcomer programs offer instructional activities that meet older students' special educational needs, including sheltered content instruction in English and academic instruction in students' native languages (TBE). Many programs offer native language literacy instruction as well. About half of newcomer programs receive Title I funds (Short, 1998). Many of the programs reach out to parents, offering orientation and adult ESL classes.

Newcomer programs take several forms. Some are in schools near where the majority of newcomers live. They may offer full- or part-day programs where students also participate in electives with their English-speaking peers. Others are free-standing programs. Some districts operate short-term newcomer programs at the district's intake center, where all new ELLs must come for placement before entering a regular school.

To determine when students are ready to move from the newcomer program to another school program, schools usually assess each student's language capacity. Programs often support student transfers, pairing newcomers with more advanced English language learners (often less recent immigrants), arranging for students to sit in on classes before enrolling in them, and tracking students' progress for the first few months after the transition (Short, 1998).

SUPPORT FOR MIGRANT STUDENTS

Migrant students are among the most educationally and economically disadvantaged groups in the nation (Gonzales, Stief, Fiester, Goldstein, Waiters, & Weiner, 1998). Because they move often as their families travel for work in agriculture and other seasonal industries, migrant students' reading and mathematics achievement tends to be lower than that of other students (U.S. General Accounting Office, 1994). More than two-thirds of migrant children live in households of the working poor (Anstron & Kindler, 1996). More than 80 percent of the country's 580,000 migrant students are Hispanic, and about half are English-language learners (Henderson, Daft, & Fong, 1998; Strang & von Glatz, 1999). Migrant students tend to begin school with fewer academic skills and at an older age than the general school-age population; they test below the national average on basic skills and drop out of school at a higher rate than other students (Gonzales et al., 1998). Because of interruptions in their schooling, migrant students need special supplemental services to help them succeed. Students who have moved with migrant parents within the previous three years are eligible for federal Migrant Education Program services, funded under Title I, Part C.

Part C of Title I of the Elementary and Secondary Education Act—the Migrant Education Program (MEP)—provides funding to coordinate services for migrant children across states and districts so that there will be continuity in their educational experiences. Schools using MEP funds give priority to recent arrivals who have the highest risk of academic failure. These students often have special needs not only in academic and language development, but also for dental, nutritional, medical, and social services. MEP funds address these latter needs as well. Like other students, migrant students may receive services coordinated under Title I, Part A, Title VII, and other federal, state, and local programs. Educators can also offer extended-time programs during the summer to help migrant students catch up on schoolwork they may have missed while moving.

Because migrant students move across local and state boundaries, and because no single school district—and, in many cases, no single state—is responsible for their education, these students often need extra help to overcome the effects of poverty, mobility, and limited English proficiency. Some districts have developed flexible programs that follow migrant students from district to district without seriously interrupting their studies. There are also follow-up techniques for students whose families often travel in "streams" to the same districts year after year.

Identifying and Tracking Migrant Students

Since 1997, using MEP funds (about $400,000 per year for five years), ESTRELLA (Encouraging Students through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement) has used technology to help migrant students earn the credits they need to graduate from high school. Students—all of whom are Hispanic—come from six Texas school districts that average 96 percent Hispanic enrollment and an 85 percent poverty rate. In 1999–2000, the program served about 50 students. All ESTRELLA students have at least a functional understanding of English, although their levels of proficiency vary.

The program, a collaborative effort of Illinois, Montana, New York, and Texas educators, brings technology into the lives of migrant farmworker youth (and their families) who are in middle school or high school, are earning GEDs, or are out of school. ESTRELLA helps students make the transition to higher education and the workforce. The project targets students who travel between home-base school districts in the Rio Grande Valley (La Joya, Mercedes, Pharr–San Juan-Alamo, and Welasco) and Winter Garden (Eagle Pass and San Felipe–Del Rio) areas of Texas and 12 receiving school districts in Illinois, Montana, and New York. The Illinois Migrant Council in Chicago administers ESTRELLA, with a field office in Welasco, Texas.

ESTRELLA uses the New Generation System (NGS), a multistate electronic information system, funded in part with states' federal Migrant Education Program allocations, that maintains current education and health records on migrant students to identify students who migrate among the participating communities. The selection process begins in the receiving states, where the state's ESTRELLA coordinator consults with local project directors and secondary teachers to select students who meet the program's criteria. The project's Interstate Student Coordinator (ISC) reviews the lists of recommended students with the appropriate personnel, especially high school counselors, from the Texas home-base school district. The ISC then contacts these students and their families to explain the program and explore their interest in participating.

For each participating student, the program develops an ESTRELLA Student Profile. The profile contains basic demographic information about students, their plans beyond high school, their exposure to computers, and their hobbies and interests. The profile also includes information on the family's planned migrations, interest of other family members in project involvement, and family contacts in both Texas and receiving states. Guidance counselors from home districts collect data on the students' current academic status, including credits earned to date, partial credits, incomplete or failed courses, and performance on the state proficiency test, the Texas Assessment of Academic Skills (TAAS). For each student, counselors recommend specific courses and TAAS preparation needs for the upcoming summer.

The Interstate Student Coordinator uses toll-free telephone and pager numbers to keep in touch with students while they are away. The coordinator works with the Texas home districts and receiving districts to ensure that all necessary information is exchanged and students have the materials and equipment needed to pursue their studies.

Extending Time for Migrant Students to Learn during the Summer

The Miami–Dade County Migrant Education Program sponsors Title I-funded summer programs. Community Resource Centers at two migrant camps, staffed by two full-time teachers, two full-time paraprofessionals, and two part-time paraprofessionals, provide tutorial services in reading and math to migrant students. Students work on appropriate reading and mathematics objectives (between 5 and 10 in each subject) from the district's curriculum, and earn regular credits toward promotion and graduation. MEP staff base their assessments of students' achievement on teachers' observations, students' performance on mastery tests, and student portfolios. For migrant students in grades 6-12 participating in summer school, MEP sponsors a summer counseling/advocacy program as well.

Sometimes it is difficult for migrant students to accrue the proper academic credits to keep up with their peers. They may miss school to work in the fields or to care for younger siblings while parents work. In these instances, some programs rely on technology to keep migrant students' studies up-to-date.

Supporting Academic Progress

ESTRELLA students use laptop computers equipped with modems, Web-based, standards-based Texas curricula, and software applications to keep up with their studies while they are away from their home schools. College students, trained as "cyber mentors," serve as role models, encourage ESTRELLA students to stay in school, and increase students' awareness of postsecondary options. Students and cyber mentors meet face to face at an annual workshop held on the mentors' university campus. Participating staff receive online and face-to-face professional development. Students use the laptops and a toll-free number to help them complete coursework to meet graduation requirements.

Counselors from each of the home districts assess students' needs for graduation or promotion to the next grade and then select district-required courses from NovaNET's network of course offerings. NovaNET, the online curriculum used by ESTRELLA and students' home-base schools, offers thousands of hours of instruction in more than 100 subject areas, including reading, writing, and math; ESL; GED preparation; middle and high school subjects; life skills; study skills; career development; and keyboarding. It also helps students prepare for the ACT, SAT, and the TAAS. Because each district has approved the NovaNET curriculum, which is aligned with Texas's curriculum standards, all coursework and credits earned are recognized and accepted by students' home-base schools.

Lighting an Academic Fire for Migrant Students

Miami–Dade County Schools' Migrant Education Consortium for Higher Achievement Program (MECHA) ["flame" in Spanish] is funded by the U.S. Department of Education's Migrant Education Program. MECHA is a collaboration among Barry University, Dade County Public Schools Migrant Education Program, public television, telecommunications and software publishing industry partners, and school districts. The program serves migrant children and youth in five states along the migrant stream of the eastern coast of the United States. MECHA is a comprehensive model that promotes greater continuity of instruction for migrant students as they are served in different school districts and helps migrant students achieve high academic standards through innovative uses of technology. MECHA provides about 200 migrant students with WebTV so that they can use the Internet to continue learning and keep in touch with a teacher as they move about. Before receiving the WebTV hardware, students complete a checklist that shows they know how to use the machine.

Key program elements are:

- Individualized learning plans (ILPs)
- Teachers who monitor and support the same group of students over the school year via technology
- Instruction independent of time or place
- Educational opportunities for parents
- Online monitoring and support of students during the year by Barry University students
- A 1-800 homework hotline for students and parents

Students sign onto a Web site that provides the MECHA-developed curriculum; the curriculum combines competencies for each grade level from the Miami–Dade County Competency-Based Curriculum and the Sunshine State Standards. Students receive the support of one of five MECHA teachers. When a MECHA student moves, the MECHA teacher contacts the new school and the student's new teacher via the Internet to inform them that they can access the student's ILP and progress reports online.

According to program staff, MECHA students show an increased interest in school and careers, low-performing students have improved their skills, and the program has enhanced communication among parents, teachers, and school administrators.

Assessment Is Appropriate and Informative

Assessment is a powerful tool for ensuring that Hispanic students meet high standards. Effective assessment systems have certain essential qualities and use numerous strategies to gather information about students' progress over time. To promote high-quality, standards-based instruction, Title I and Title VII programs mandate certain kinds of assessments and the inclusion of all students in those assessments.

QUALITIES OF EFFECTIVE ASSESSMENT

Good assessment provides sound information about what students know and can do. It gives educators reliable evidence for deciding about further instruction and gives communities reliable evidence for determining their school systems' accountability. Four traits characterize effective assessment (Evaluation Assistance Center East, 1996; Linn & Herman, 1997; White House Initiative on Educational Excellence for Hispanic Americans, 1999):

- ***Alignment with standards and curriculum.*** The assessment measures the knowledge and skills set out in the relevant standards and conveyed by the curriculum.
- ***Capacity to measure different types of students equally well.*** Students' ethnicity, gender, race, primary language, and economic status do not influence assessment outcomes. Assessments should be free of bias.
- ***Stimulating items.*** The assessment engages students in complex thinking and problem solving, not simply recitation of facts.
- ***Generation of evidence for determining professional development and instructional improvement.*** Teachers use the assessments to determine how to improve their own performance and focus their instruction on learning opportunities for students.

Measuring Students' Progress toward District Standards

The Real World Standards of Corpus Christi, Texas, encourage students at each grade level to achieve goals that are more rigorous than the state standards to earn promotion to the next grade and graduation. The district has an official policy banning social promotion; the district employs standards-driven grading processes to determine whether students should be promoted to the next grade.

The district also issues individual report cards that list the standards by grade and subject area and show each student's progress toward the goal. At the elementary and middle-school level, students receive six progress reports and six report cards each year. High school students receive a minimum of four progress reports and four report cards. Progress reports show whether students have a failing average or are almost failing for a particular performance standard.

To be promoted in grades 1-3, students must achieve each performance standard with a grade of 70 or above in language, reading, and mathematics. To be promoted in grades 4 and 5, students need to achieve each performance standard with a grade of 70 or above in language, reading, mathematics, science, and social studies. To receive course credit in grades 6-8, students must attain a composite average of 70 or above for the year in all courses taken. In addition, students have to earn a grade of 70 or above in all performance standards in language arts (English/reading), mathematics, science, and social studies, and must meet attendance guidelines. To receive course credit in grades 9-12, students must achieve the district performance standards or state standards with a grade of 70 or above in each course taken, and meet attendance guidelines.

Since the Real World Academic Standards have been in place, Corpus Christi students have scored significantly higher on the TAAS. From 1994 to 1999, the proportion of students in the district who achieved a score that was academically acceptable on all TAAS subtests rose from 51 percent to 76 percent. During the same period, the rate of students passing the TAAS reading test rose from 75 percent to 85 percent and of those passing the TAAS math test, from 56 to 83 percent. The district's rate of students passing the TAAS in Spanish is significantly higher than the statewide average.

TYPES OF TESTS

Teachers, schools, districts, and states use a number of different assessments to measure Hispanic students' progress:

- ***Criterion-referenced tests*** assess students' mastery of specified content. Teachers use criterion-referenced tests to measure students' progress in meeting instructional objectives. Many states use criterion-referenced tests to measure students' progress toward standards. Scores on criterion-referenced tests tell how much a student has learned in relation to how much the student was intended to learn. Theoretically, every student could score 100 percent on such a test.

- ***Norm-referenced tests*** compare students with one another. These tests provide educators and parents with information on how students perform compared with their peers in other districts and states. Scores on norm-referenced tests tell how much a student has learned in relation to how much an "average" student learned. No matter how much students have learned, their scores show only whether their achievement is high, medium, or low in relation to others' achievement.

- ***Language proficiency assessments*** measure students' ability to read, write, speak, and listen in a target language—e.g., English or Spanish. These assessments are often used to place students in instructional programs. Language proficiency tests are criterion referenced, and the criteria are standards that indicate mastery of given skills.
- ***Tests of academic achievement*** measure students' mastery of the curriculum. Teachers often use such information to monitor and adjust instruction and make ongoing placement decisions. The results of these tests may be used to compare students, to determine an appropriate instructional level, or to measure progress toward a standard.
- ***Performance assessments*** ask students to demonstrate their knowledge of particular curricular material in ways that reflect real-world contexts. These demonstrations may include writing essays, constructing extended responses to open-ended math or science problems, creating works of art, assembling portfolios of work, and making oral presentations. Teachers use performance assessments to measure students' progress on an ongoing basis. Some states use performance assessments to help measure students' progress toward standards.

Ongoing Student Assessment

Half of the 730 students enrolled at Montview Elementary School in Aurora, Colorado, are Hispanics with limited English proficiency. To keep instruction focused on goals at this Title I schoolwide program, educators measure student performance through teacher-administered tests that guide instruction and planning; standardized assessments required by the district and state; and writing and mathematics assessments developed specifically for the school.

Teachers administer the districtwide Idea Proficiency Test (IPT) several times during the school year to determine students' progress in learning English. Teachers also continually assess students using class work, writing samples, and running records that document literacy skills. Teachers hold frequent conferences (weekly or biweekly) with their students to discuss and assess students' progress in writing. Teachers keep a log of students' knowledge and the desired next steps for the students' instruction. Classroom teachers and the principal meet quarterly to discuss the assessment results and to make decisions about future instruction.

TITLE I, TITLE VII, AND ASSESSMENT

Title I mandates that, by the 2000–01 school year, all states adopt or develop statewide student assessment systems that are aligned with their standards in at least reading/language arts and mathematics. While Title I requires states to use the same assessments to measure the performance of all children to the maximum extent possible, particularly in reading/language arts and mathematics, it also requires states to assess ELLs in the language and form most likely to yield accurate and reliable information on students' mastery of skills in subjects other than English. States are required to make efforts to develop appropriate assessments for ELLs if they are not currently available. Title VII requires programs to report student gains in English, academic content, and a second language, where appropriate (e.g., in dual immersion programs).

SUPPORTING SUCCESS ON ASSESSMENTS

Assessment contributes to teaching, learning, and accountability systems only if it produces valid outcomes, that is, if students' scores bear the intended relationship to their learning. Student test scores should not be a misleading consequence of factors that interfere with students demonstrating their learning, such as their cultural differences or lack of language proficiency. When students are unable to show what they have learned on a given measure or at a given time or circumstance, they can often demonstrate their learning if the assessment is modified or other means of assessment are substituted.

Preparing for Assessment

Like other California students, students in the Calexico Unified School District in California take the SAT-9. Calexico serves about 7,000 students, of whom 98 percent are Hispanic, 80 percent are ELLs, 30 percent are migrants, and virtually all receive free or reduced-price lunches. The district uses a commercial computer program, TUDOR, to create quarterly district tests that are aligned to the SAT-9 and that prepare students for taking the test. Teachers use the tests as benchmarks to measure students' progress throughout the year on skills needed to pass the SAT-9. Teachers had input on the skills to be tested and received training on using TUDOR to create tests.

At the district level, Calexico's dropout rate (2.7 percent) is significantly below the California average (3.3 percent). Furthermore, Calexico's class of 1997 sent 69 percent of its students to local community colleges and four-year institutions.

Multiple test-taking opportunities. Students who are unfamiliar with the format and structure of tests may fail because of their inexperience with taking tests rather than their lack of learning. These students may need extra opportunities to develop test-taking skills.

Helping Students Most at Risk of Failure

Schools in Corpus Christi intervene to help students who are not progressing to meet district standards. One school changed its schedule to give teachers more time to work individually with students who need such help; another school recruited military personnel from nearby bases to provide tutoring to failing students. Other interventions include peer tutoring, Saturday school, a "zero period" before school begins, after-school tutoring programs, and a Saturday drama program at Title I schools. The Saturday drama program, which students are encouraged to attend, emphasizes reading and language arts standards.

Tutoring to Reflect Success

In addition to assessing students with the SAT-9, over the course of three years the curriculum committee at Lennox, California, schools has created district-level language arts/writing and mathematics standards, which are aligned with state standards. Lennox administers the district's language arts assessment three times a year to track student progress; it gives the math test once a year.

The district disaggregates assessment results for both ELLs and students fluent in English. These data guide the instructional program. Assessments are scored and discussed by teacher teams rather than by the teacher of that subject alone. This enables the team to "know the student's strengths and weaknesses." Teachers then adapt their teaching strategies to accommodate students' learning needs. Title I funds staff development activities to develop these teaching strategies.

Between spring 1998 and 1999, students' scores on the SAT-9 improved in virtually all areas of reading, language, math, and spelling. Seventh-graders' language scores increased by 10 percentage points; reading scores increased by 5 percentage points. Seventh- and eighth-graders' mathematics scores increased by 5 percentage points.

Multiple measures. Title I requires that educators use multiple measures to assess students' progress toward standards. Using multiple measures increases opportunities for students to demonstrate their knowledge and skills. Managing different forms of assessment for instructional improvement requires the systematic aggregation, sorting, and streamlining of many different kinds of information. Teachers, districts, or states use work samples, portfolios, or other forms of data for this purpose.

Options for assessing ELLs. ELLs need opportunities to demonstrate their progress so that teachers can guide their instruction. A checklist or rubric designed around the responses expected at different proficiency levels is useful for assessing students' language proficiency and making instructional accommodations. Other forms of alternative assessment useful in defining student strengths and needs are:

- Oral presentations
- Models or constructed figures
- Exhibitions or demonstrations
- Results of experiments or procedures
- Text retelling
- Anecdotal records
- Observations
- Peer assessments
- Student self-rating scales

Using Multiple Measures: Success for All and CIRC/BCIRC

In El Paso, Texas, Success for All schools (including one implementing BCIRC)—four of which receive CSRD funds—assess students every eight weeks. Because the assessment measures the same skills tested by the state, the eight-week tests serve as indicators of how students are progressing toward the state standards. The test is a composite of tests that students have taken after every three or four lessons. When making instructional decisions, teachers also look at students' attendance patterns as well as ongoing student performance and daily assessment results. SFA/BCIRC use two tests in addition to the other measures of student performance: students' scores on both the Spanish and the English TAAS, which assess reading, writing, and mathematics.

Teachers use the results of these multiple measures to assign students to tutoring, suggest alternative teaching strategies in the regular classroom, and adjust reading group placement, family support interventions, or other means of meeting students' needs.

In a 1998 study of CIRC and BCIRC in the Ysleta Independent School District in El Paso, CIRC students scored marginally higher than comparison students on the TAAS reading scale and significantly higher on the TAAS writing scale. On the NAPT reading scale, BCIRC students also scored higher than comparison students. Students who were in the program for two years scored better in reading than did students in the program for one year, who in turn scored significantly better than students in a control group.

At the end of third grade, Ysleta students could exit bilingual education if they score above the 40th percentile on NAPT reading and language tests in English. In reading, four times as many BCIRC students as comparison students met the exit criterion. In language, twice as many BCIRC as comparison students met the exit criterion.

Some content measures are available in languages other than English. Generally, though, the development of these measures—particularly in aligning the assessments with standards—has lagged behind other types of assessments. To make assessments fairer to participating ELLs, educators can choose among several accommodations (Butler & Stevens, 1997; Elmore & Rothman, 1999):

- Make decisions on the basis of multiple measures, not on the results of a single test
- Allow ELLs extra time to complete the tests
- Repeat the directions, having a familiar person administer the test or reading the directions orally
- Change response formats (i.e., let students respond to English items in their native language)
- Modify the linguistic complexity of the test
- Add visual supports
- Provide glossaries in Spanish and in English

States can create more valid measures for Hispanic ELLs not only by translating tests into Spanish but also by modifying the tests to ensure that they have the same degree of difficulty in Spanish and in English and are culturally and psychometrically appropriate. Simply translating a test can produce a culturally and linguistically inappropriate assessment. Oregon, for instance, created a Spanish-language test with questions that matched the psychometric properties of the English version, rather than translating the English test into Spanish.

It is important for educators to modify tests carefully. Inappropriate modifications can render test results invalid. Even when the modifications are made with care, caution is the watchword in comparing ELL students' test scores with those of native speakers. Unfortunately, the misuse of test results has caused many Hispanic and ELL students to be inappropriately placed in special education classes (U.S. Department of Education, 1995b).

Assessing ELL Students in Texas

To determine whether Texas students should take the Spanish or English version of the TAAS or should be exempted because of low literacy skills in both languages, schools convene their language-proficiency assessment committees (these committees are required in schools that serve ELLs). The committees consist of a school administrator, a bilingual educator or ELL educator, and a parent whose ELL child currently attends the school. Once the committee has decided that a child should not be exempted from TAAS, it uses six criteria to determine in which language a student should take the test:

- Literacy in English or Spanish
- Oral-language proficiency in English or Spanish
- Academic program participation
- Language of instruction and planned language of assessments
- Number of years continuously enrolled in school; previous testing history
- Level of academic achievement

In addition, all ELLs, including those exempted from TAAS, take the state's newly developed Reading Proficiency Test in English, a criterion-referenced test developed specifically for ELLs.

Accommodations for migrant students. Assessing migrant students for placement, instruction, and accountability purposes presents special problems. Because students often move from state to state or even out of the country several times during a single school year, it is sometimes difficult to determine where to place them in a program and to judge their achievement in a given school. Many districts use technology to help track students as they migrate.

Tracking Migrant Students' Progress Online

ESTRELLA student progress on NovaNET is tracked online. Student reports, which are accessible by teachers, include time spent online, lessons completed, and test scores. All student data are stored on the central NovaNET system and can be viewed online, printed, or downloaded by project staff. To help keep everyone appraised of each student's progress, the interstate student coordinator generates biweekly reports that are sent to instructional staff in the receiving states.

Once students return to Texas, the interstate student coordinator meets with students and their parents to discuss each student's progress and educational needs. The coordinator also meets with each student's guidance counselor to discuss course completion and progress to date. Together they determine the students' placement needs. When a student completes a course, the coordinator produces a grade report and works with the counselor to ensure that the student receives proper credit.

Assessing Migrant Students in Miami–Dade County

The Miami–Dade County Public Schools assess migrant students in the Migrant Education Program both informally and formally. Informally, a teacher may note how well a younger student writes sentences or how fluently an older student can read complex paragraphs or respond in writing to a story. On the more formal side, migrant students complete a writing assignment at the beginning of every year that teachers assess according to Florida Writes' writing rubric. At the end of the year, students complete another writing assessment. Students also take the state assessment and the Stanford Achievement Tests. To graduate, students must also pass the High School Competency Test.

Equitable tests. Educators have worked hard in recent years to ensure that tests administered to Hispanic students are fair. Such tests have the following characteristics (Linn & Gronlund, 2000):

- ***Absence of bias.*** Tests are fair when item responses cannot be predicted on the basis of students' demographic characteristics (race, ethnicity, gender, poverty level, primary language, etc.).

- ***Procedural fairness.*** Test-takers have equal opportunities to show what they know and are able to do; raters grade subjective measures (such as essays) according to an objective rubric.

- ***Opportunity to learn.*** Test-takers have had equal or adequate opportunity to learn the material tested.

Historically, standardized tests often emphasized values and content more familiar to white, middle-class students than to others, including Hispanic students, and particularly those from homes with lower socioeconomic status (SES). Many test publishers and states now control for forms of bias to the maximum extent they can, although reviews of language bias are rare. Still, no test is without some bias. It is important to keep the issue of bias in mind, particularly when using assessments for high-stakes decisionmaking in matters such as promotion and graduation. Examining multiple measures for data-driven decision-making helps minimize the effects of cultural bias in testing (Linn & Gronlund, 2000).

REPORTING AND USING DATA

Different stakeholders in education use assessment data for different purposes, but some uses of assessment are common across all stakeholder groups. At the classroom level, assessment allows students, teachers, and parents to determine students' ongoing progress and to plan and improve instruction.

Using Data to Improve Student Achievement

Like other Texas students, all students at H.D. Hilley Elementary School, a Title I schoolwide program, take the TAAS. ELLs take this examination in Spanish. To measure students' progress toward the standards, Hilley students take two pre-TAAS tests each year. Hilley's mathematics and literacy support specialists analyze the data from test results and create individual student reports as well as a summary score chart for each class and each grade level. Hilley encourages teachers whose students do not perform well on certain objectives to pair with teachers whose students excel in order to share instructional strategies. Hilley uses its overall test results to modify its yearly standards-based goals and long-term campus action plan. Between 1996 and 1997, the percent of students at H.D. Hilley passing the reading component increased by 7 percentage points to 81 percent, and between 1995 and 1997, the percentage of third-graders mastering all objectives on the test increased by 18 percentage points, to 48 percent.

At the district level, administrators, parents, and the community can use assessment results to determine which students have met standards, guide teachers' professional development, evaluate program effectiveness, and review assessment policies. States use assessment data to measure students' learning of state standards, report information to the public, shape policy, and help districts improve student achievement (Teachers of English to Speakers of Other Languages, 1998). Disaggregating data by different demographic categories is essential for identifying strengths and weaknesses of instruction. The scores of a high-achieving subgroup may obscure the struggles of other students. For example, a persistent achievement gap between native English-speakers and English-language learners who have exited language development programs could indicate a problem with the process of deciding when students are ready for mainstream instruction.

Using Data to Improve Instruction

Since 1991, the El Paso Collaborative for Academic Excellence has worked with civic, education (both K-12 and higher education), and business leaders to improve the city's educational system, by helping all stakeholders use data as well as by emphasizing intensive professional development.

El Paso districts serve a very large, and growing, Hispanic student population. The city's population is 74 percent Hispanic and 21 percent white. The city's poverty rate is about 29 percent—higher than the state average—and about 43 percent of children in El Paso live in poverty. El Paso's three largest school systems enroll about 134,000 students, 82 percent of whom are Hispanic; other, smaller districts in El Paso serve populations that are more than 95 percent Hispanic.

Based at the University of Texas at El Paso (UTEP), and working with the El Paso, Ysleta, and Socorro Independent School Districts, the collaborative's three overarching goals are promoting students' academic success from kindergarten through college, ensuring that all students who graduate from area high schools are prepared to enter and succeed in a four-year college or university, and narrowing the achievement gap between minority and poor students and their more privileged peers. To achieve these goals, the collaborative focuses its efforts on entire schools and whole school systems. All of the collaborative's efforts are based on a set of academic standards developed locally that are grounded in national and state standards and aligned with TAAS and local assessments. Using data to improve instruction is one key strategy the collaborative employs to achieve its goals.

The collaborative helps schools and systems to improve student achievement by collecting and using data that are part of the Texas accountability system aligned with TAAS: student assessment data, data on college enrollment and success, achievement test scores, and college entrance rates. Where appropriate, data are disaggregated by ethnicity, grade, and subject area. The collaborative has worked with most schools in the city to bring together teams of 7 to 10 teachers and administrators in one school to learn how to examine data on classroom progress toward the standards, explore the process of school change, and determine what is working and what needs improvement. Using the information gleaned from the data, the collaborative works with the school teams to draft action plans that include instructional and policy changes as well as professional development and plans for sharing the skills and information learned through the program with the rest of the school staff. The collaborative also uses data to guide professional development in mathematics, science, and literacy. The collaborative also works with superintendents and administrators, as well as parents, to help each of these groups understand and use data appropriately.

The collaborative's efforts are reflected in the city's growing student success. In 1998–99, 82 percent of El Paso Hispanic students passed the TAAS mathematics test, and 84 percent passed the reading test. The number of all students passing all portions of the TAAS mathematics test in grades 3-8 and grade 10 has doubled since 1993. All ninth-graders are now enrolled in Algebra I, compared with only 62 percent in 1993, and the number of freshmen entering UTEP who test into remedial mathematics classes has decreased by 25 percent.

Students benefit most when educators use assessments for the purpose for which they were intended. For example, data from language placement tests serve specific diagnostic purposes; they are not indicators of content knowledge. Similarly, tests that measure English-language proficiency are different from those that measure English language arts, and the two cannot be used for the same purpose. The purpose of proficiency tests is to aid in making placement decisions and to measure students' progress in learning the English language, while tests of English-language arts measure what students have learned in the language-arts content area.

Assessing for Placement and Measuring Progress

At Liberty High School in New York City, teachers used Title VII funds to develop a set of student performance indicators aligned with state and city expectations. Teachers developed pre- and posttests in ESL and content areas, measures for tracking the percentage of students passing each course as well as the percentage of students passing the New York State Regents' Examinations. Students also complete a multicultural awareness survey and a self-esteem survey.

When students are first assigned to Liberty and before they leave, they take assessments of English-language proficiency, math, multiculturalism, and self-esteem. Liberty places students who score between the first and fourth grades on the native-language reading component of the school's placement exams in native-language literacy classes. Students take tests to move from one ESL level to the next.

In math, science, social studies, and native-language arts, teachers have created tests aligned with New York State's New Standards. All students who have completed at least 140 days in the program must take the tests in the subjects they are studying, and are expected to show statistically significant gains on their test scores. Students studying biology also can take a test to identify who needs help in preparing for the Regents' biology exam.

Assessing Migrant Students InTIME

The Oregon Department of Education, with a consortium of partners—the University of Oregon, the Northwest Evaluation Association (NWEA), Oregon Public Broadcasting (OPB), RMC Research Corporation, Willamette Education Service District, Ontario School District, Forest Grove School District, Salem-Keizer School District, and Capital Community Television—is using $3 million of Title I Part C funds from 1997 to 2002 to develop Integrating Technology into Migrant Education (InTIME).

Because of their circumstances, migrant students are often exempted from testing. The absence of assessment data makes it a challenge to evaluate students' academic performance. To facilitate the appropriate placement of migrant students, the InTIME project is developing academic placement instruments through the NWEA. The placement instrument is a computerized, adaptive test that customizes the assessment to each student's achievement level.

The placement instrument, which is currently being field-tested, will facilitate timely and accurate placement of migrant students in mathematics. Students take pre- and post-tests to determine appropriate instructional levels and measure their academic growth. Using a unique identification number, an InTIME database tracks students as they move from school to school. Teachers receive training to generate and interpret reports that target students' academic needs.

More than 1,000 migrant students in a dozen districts in Oregon have participated in field-testing the assessment. At least 300 students must respond to each item before it is incorporated into the test. When InTIME began, NWEA had already developed placement tests for grades 3-10 aligned with Oregon's state mathematics performance standards. NWEA is developing a pencil and paper version for grades 3-10 in Spanish and converting the math placement assessments to an online Computerized Adaptive Test (CAT). The pencil and paper version was pilot-tested in spring 2000, and the CAT is expected to be available by fall 2000.

Assessing ELLs in the School District of Philadelphia

Philadelphia's shift to a standards-based education system has promoted changes in curriculum, instruction, and assessment. The SAT-9, which is a component of the district's assessment system, is believed by Philadelphia educators to reflect the district's standards and to assess students' higher-order thinking skills in reading, mathematics, and science.

The district recognizes that ELLs in ESL and bilingual programs may require testing accommodations. Philadelphia has approved 18 strategies that provide ELLs with more opportunities to accurately demonstrate their knowledge of content. The accommodations help to mitigate the fact that standardized tests written in English are to some extent testing knowledge of the English language as well as the knowledge of the content areas. Some accommodations used in Philadelphia are:

- Extension of allotted time per test by 50 percent
- Use of multiple shortened test periods (e.g., tests can be administered over several periods or days, or breaks can be built in after sections)
- Simplified directions, developed by ESL teachers
- Reading questions aloud, for the math and science tests only
- Translating words or phrases—but without interpretation or explanation
- Testing in a separate room or in a small-group setting

ELLs enrolled in bilingual education programs who have little or no knowledge of English may take the *Aprenda*, the Spanish version of the SAT-9. In 1996, 56 percent of all ELL students took the SAT-9; in 1999, this number rose to 82 percent. In 1996, only 19 percent of ELLs who took the test scored at or above the "basic" proficiency level. In 1999, 34 percent did. The district attributes improvements among ELLs to the availability of the various accommodations, as well as to the fact that the district worked with the SAT-9 and *Aprenda*'s developers to review and adjust test items for cultural bias and language accessibility (e.g., idioms that might confuse some students were removed.)

Learning Time Extends beyond the School Day When Necessary

The traditional school day consumes only a small part of students' time. In fact, children spend the majority of their waking hours outside of school. To take advantage of students' time beyond the regular school day, schools and communities can work together to extend the time that Hispanic children have to develop the skills that lead to success in school and beyond. Many program planners and instructors in before- and after-school, summer, Saturday, and intersession programs are linking their activities to children's school experiences, particularly by directing them toward high academic and behavioral standards (U.S. Department of Education, 1995a).

Recent research on effective schools has found that many schools use extended learning time to improve achievement in reading and mathematics (U.S. Department of Education, 1999b). For example:

- Researchers studying elementary schools in Maryland found that the more successful schools reported consistent academic gains as a result of extended-day programs (Hawley, Changer, Hultgren, Abrams, Lewis, & Ferrara, 1997).
- A study of high-performing, high-poverty schools revealed that 78 percent of these schools provided extended learning time that emphasizes core academic subjects, especially reading and math. In addition, the extra time devoted to making sure that the students in these schools were proficient in the basics translated into high academic achievement for students (Education Trust, 1999).

Through ESEA, Congress encourages schools to increase the amount and quality of instructional time for disadvantaged students. Recent data indicate that extended-time programs have increased substantially in Title I schools since the last reauthorization. For example, the proportion of Title I elementary schools offering summer school programs rose from 15 percent in 1991–92 to 41 percent in 1997–98. Likewise, the percentage with before- or after-school programs grew from 9 percent in 1991–92 to 39 percent in 1997–98 (Heid & Webber, 1999; Millsap, Moss, & Gamse, 1993). The U.S. Department of Education encourages Title I schools to operate extended-time programs to reinforce student learning.

In addition to the ESEA focus on extending learning time, Congress appropriated $450 million for 21st Century Community Learning Center programs (targeted to rural and inner-city schools) in FY 2000, compared with $200 million in FY 1999 and $40 million in 1998. As policymakers and other school staff implement extended-time programs for Hispanic students, they need to ensure that the added time is used effectively. For example, Project EFFORT (Educational Enrichment, Fitness, Food, and Nutrition Opportunity), a one-year-old extended-time program funded by a 21st Century Community Learning Center grant, serves students in Garden City, Kansas, about 52 percent of whom are Mexican American, and more than half of whom are children of migrant workers. Project EFFORT teachers and tutors align their instruction with Kansas's benchmarks and standards. Students participate in skills-building instruction in accordance with their individual needs to master state standards.

Many settings other than schools—among them YMCAs, public libraries, and museums—offer opportunities to provide Hispanic students with more learning time. Recent reviews of promising practices stress that, whatever the setting, extended-time programs that help students most are culturally sensitive and incorporate challenging curricula tied to what students learn during the regular school day (U.S. Department of Education, 1995a).

APPROPRIATELY CHALLENGING CURRICULA

Successful extended-time curricula challenge but do not overwhelm students (U.S. Department of Education, 1995a). Research indicates that a challenging curriculum accommodates individual students' needs and is coordinated with other instruction. In addition, the extra time focuses on more than remedial instruction (U.S. Department of Education, 1995a). Top-performing, high-poverty schools are moving away from low-level instruction, such as filling out ditto sheets, and toward developing higher-order skills by creating more time for students to discuss subject matter (Education Trust, 1999).

Helping Failing Students through a Summer Program Tied to Standards

The Corpus Christi Independent School District in Texas serves 39,844 students, of whom 69 percent are Hispanic and 53 percent are eligible to receive free or reduced-price lunches. The district offers two summer school programs to students who do not meet the district's standards for promotion to the next grade. In the program that helps students to achieve standards they have not met, funded in part by Title I, using a curriculum that promotes acceleration rather than remediation, carefully selected Corpus Christi teachers work with students who have been assigned to classes by grade level, subject area, and the standards they need to meet. Students are deemed to have successfully completed summer school when they achieve the standards necessary to be promoted. In this way, as classes become smaller, teachers have the opportunity to work more intensely with students who need to make the most progress. The majority of students pass to the next grade level after attending summer school.

Extending Learning Time for Migrant Students

The Miami–Dade County Migrant Education Program—funded through Title I, federal Migrant Education Program funds, and state migrant education funds—serves about 3,500 students in grades K-12 each year, most of whom are Hispanic and all of whom are migrants. The project is part of a state program that serves about 45,000 migrant students each year, 15 percent of whom are ELLs.

Each quarter, Migrant Education Program staff develop writing and language arts/reading checklists for each student. They give the checklists to regular program teachers, who check off the reading and writing objectives (aligned with district and state standards) that they want the Migrant Education Program teachers to work on with the students. The language arts/reading checklist, designed for different grade levels and semesters, lists various objectives, and points out the correlation between the objectives and standards; room is provided for migrant program staff to comment on students' progress.

The Migrant Achievement Resource program serves elementary school students. This program offers migrant students supplemental academic instruction, homework assistance, guidance support, tutorials during and after school, computer training and access, and recreational and cultural activities. The program operates through the schools that have the greatest number of migrant students and Neighborhood Learning Centers at two of the main Migrant Housing Centers. Staff have flexible schedules to meet migrant students' scheduling needs.

Between 1996–97 and 1997–98, 81 percent of K-5 students who received at least 40 hours of tutoring/supplemental instruction through the Migrant Education Program mastered 80 percent or more of the language arts/reading objectives assigned by their classroom teachers, and 90 percent of students mastered at least 80 percent of their mathematics objectives. Eighty-six percent of these students improved by one letter grade or more in subject areas for which they had received tutoring.

CULTURALLY SENSITIVE ACTIVITIES

Cultural sensitivity is one of the characteristics that, according to research, promotes successful extended-time programs. Fostering cultural awareness and appreciation should be a goal in all student and staff development programs (U.S. Department of Education, 1995a).

Enriching Schools and Communities through Culturally Relevant Activities

The ASPIRA Association, Inc., is a national nonprofit association devoted to education and leadership development for Puerto Rican and other Latino youth. ASPIRA has statewide offices in six states and Puerto Rico and an annual budget of $16 million. Roughly 350 full-time staff and more than 1,000 volunteers serve 25,000 youth and their families each year. ASPIRA operates the ASPIRA Clubs Federation, a national network of school-based clubs, to help students improve academic and leadership skills, learn to work together, and improve self-esteem through pride in their cultural heritage. In addition, ASPIRA provides after-school and summer activities.

In Connecticut, the ASPIRA Lighthouse project provides K-8 Puerto Rican/Latino students with after-school activities such as prevention programs, homework help, field trips, computer familiarization, the arts, and math and science tutoring—all enhanced by an emphasis on cultural enrichment. For example, at Luis Muñoz Marin School, a Title I schoolwide program in Bridgeport, Connecticut, the Light House after-school program serves about 225 students five days a week, from 3 to 6 p.m. Instructors who are certified teachers, student interns, Title I paraprofessionals, and local volunteer college students provide instruction and activities to groups of about 25 students. The academic portion of the afternoon lasts for about one hour and 15 minutes and provides homework help and tutoring to reinforce what students learn during the regular school day. To keep things interesting and promote cultural pride and self-esteem, the theater teacher instructs three days a week, using poetry and song to celebrate the different Latino cultural traditions.

Because of the high demand for ASPIRA services, ASPIRA requires school districts to provide some funding. However, with the approval of the district, ASPIRA and other similar academically oriented, community-based programs can use federal Title I and Title VII funding to help Hispanic students reach the same high standards expected of all students.

The arts are a popular way to foster cultural awareness and appreciation—and at the same time develop Latino students' academic skills. Recent research has explored how young people and professional artists in economically disadvantaged communities can contribute to students' learning through community-based organizations devoted to production of and performance in the arts. This research found that engaging in arts activities helps students to test and develop ideas and explain processes—skills that any educator would agree are necessary to school success (Fiske, no date).

Drawing on the Arts to Extend Learning for Hispanic Students

The El Puente Academy for Peace and Justice, a Title I-funded high school in Brooklyn, New York, sponsors a daily after-school Arts and Cultural Center program. This extended learning time program is reportedly producing educated artists and community leaders who may go on to rewarding careers in the arts. About 130 El Puente students and 100 students from other public schools ages 12 to 21 can take courses in areas such as music and video production; band; Latin percussion; hip-hop, jazz, and Latin dance; drama; creative writing; fashion illustration; graphic design; and women's literature. They also receive homework help, SAT preparation, computer training, and tutorial assistance. Most days the activities are offered from about 3:00 p.m. until 7:30 or 8:00 p.m. On Tuesdays, El Puente instructors participate in regular staff development after school, and the activities are offered from 6:00 to 8:00 p.m. The student-to-instructor ratio is no greater than 15:1, although the homework help and tutorial assistance often take place in smaller clusters or even one-on-one.

The academic instruction students receive after school is closely tied to their regular school day experiences. For example, teachers whose students attend the after-school program often visit their students there to tutor them and help with homework. In addition, the El Puente after-school staff monitor students' grades in the regular school program and attend weekly meetings with the principal and guidance counselors. The El Puente after-school parent coordinator regularly contacts parents to report students' absences or to let them know about adult programs or family cultural events, such as poetry readings.

In 1998–99, all of El Puente graduates were accepted into colleges, and all students who took the New York State Regents Examinations in English and mathematics passed.

Checklist for Implementing Effective, Aligned, Standards-Based Programs

Have we aligned classroom instruction with standards and assessments, so that daily lessons:

- ✔ Accommodate differences in culture and language, enriching opportunities to learn by filling the gap between what students know and what they need to know?
- ✔ Lead to mastery of standards set for all students in forms that accommodate the particular resources and needs of Hispanic students?
- ✔ Offer special support for Hispanic students who are English-language learners?
- ✔ Enhance continuity and progress in migrant students' educational experience?

Does our curriculum challenge Hispanic students, especially in literacy, by:

- ✔ Closing the gaps between conventional assumptions about students' resources for learning and demonstrating mastery and students' actual cognitive, social, and cultural resources?
- ✔ Making use of proven, effective, flexible program models that:
  - Engage students productively in academics?
  - Promote high achievement?
  - Embed reading and language development in the curriculum?
  - Connect to everyday life?
  - Provide challenging expectations?
  - Engage students in instructional conversations that help them relate formal school knowledge to the knowledge they share with family and community?
  - Coordinate resources for English-language learners across ESEA programs, including Title I and Title VII?
- ✔ Fostering use of strategies for reaching high standards, including:
  - Sheltered instruction?
  - English as a second language (ESL) classes that address objectives for both language and content?
  - Developmental, transitional, and two-way bilingual education programs?
  - Use of cooperative learning strategies?
  - Newcomer programs?

- ✔ Meeting migrant students' requirements through:
  - Flexible programs that follow migrant students from district to district?
  - Techniques to help teachers minimize the interruptions in students' educational programs?
  - Appropriate use of Migrant Education Program (MEP) funds?
  - Provision of students' dental, nutritional, medical, and social services?
  - Extended-time programs during the summer?
  - Technology that helps students stay on track?

To ensure that it is appropriate and informative, does our assessment system:

- ✔ Align with standards and curriculum?
- ✔ Have the capacity to measure different types of students equally well?
- ✔ Contain stimulating items?
- ✔ Generate evidence useful in determining directions for professional development and instructional improvement?
- ✔ Help students succeed by providing:
  - Multiple test-taking opportunities?
  - Multiple measures?
  - Flexible, valid options for assessing ELLs and migrant students?
  - Equitable tests?
- ✔ Report and use data effectively:
  - At the classroom level, to determine students' ongoing progress and to plan and improve instruction?
  - At the district level, to determine which students have met standards, guide teachers' professional development, evaluate program effectiveness, and review assessment policies?
  - At the state level, to measure progress in students' learning in line with state standards, report information to the public, shape policy, and assist districts?
  - At all levels, to achieve the purposes for which the system was designed?

Do we provide learning time beyond the school day when necessary, so that students who need extra time have some school options available:

✔ After school?

✔ On Saturdays?

✔ On weekends?

✔ During the summer?

✔ During intersessions?

Do our extended-time programs make the best use of the extra time by:

✔ Connecting with the regular school day?

✔ Helping students meet high academic standards?

✔ Including culturally relevant enrichment activities?

✔ Challenging students with effective curricula and enrichment activities that engage higher-order thinking skills?

Can our students take advantage of effective programs that are offered elsewhere in the community, including:

✔ YMCAs or YWCAs?

✔ Boys & Girls Clubs?

✔ Public libraries?

✔ Museums?

✔ Zoos?

CHAPTER 3

Building Teacher and Organizational Capacity to Serve Hispanic Students

"Probably nothing within a school has more impact on students in terms of skill development, self-confidence, or classroom behavior than the personal and professional growth of the teacher." —Barth, 1990

High-quality instruction and student achievement depend on well-educated, thoughtful teachers and administrators who have the support they need to grow professionally (Elmore & Burney, 1997; Rueda, 1998). Leaders in educational research have suggested that "each dollar spent on improving teachers' qualifications nets greater gains in student learning than another use of an education dollar" (Darling-Hammond & Rustique-Forrester, 1997). This concern about quality is especially relevant for students with limited English proficiency, who are often taught by teachers with little expertise in second language development. For example, almost 40 percent of classes with a quarter to a half of ELL students are taught by teachers who do not have the requisite skills and knowledge in that area (NCES 1994). This problem can be addressed through professional development.

Recent studies, including those on implementing standards-based reforms, demonstrate that effective professional development is multidimensional. It begins in preservice programs, where aspiring teachers acquire the substantive foundations of curriculum content and pedagogy as well as professional values. It continues in schools, which support teachers' learning in many formal and informal ways. Additions to and changes in practice that improve student learning come from ongoing professional development experiences in which teacher teams and whole school communities participate. Such experiences not only include courses and workshops—traditional fare—but also opportunities for teachers to reflect on teaching practice, discuss students' work, and address issues relevant to the immediate school context (Calderón, 1999; Darling-Hammond & McLaughlin, 1995; Little, 1993, 1996; Reyes et al., 1999).

Teachers in schools serving large numbers of Hispanic students, both those who are fluent in English and those who are learning it, in particular benefit from a purposeful and comprehensive approach to professional development (August & Hakuta, 1997; Calderon, 1999; Gonzalez & Darling-Hammond, 1995; Reyes et al., 1999). Professional development is essential for all educators, but can be especially important in schools and districts that have not traditionally served many—or any—Hispanic students, but are now seeing an influx of such students. Hispanic students share the basic educational needs of all students, but they may also face special challenges. Helping such students may require additional teacher skills in such areas as:

- Strengthening and adding to students' language and cultural repertoires
- Bridging gaps in language and culture between school and home
- Overcoming disadvantages associated with poverty and low family literacy

Hispanic students constitute a significant subset of the migrant student population, which sometimes introduces another set of educational and sociocultural factors that must be addressed to ensure academic success. Children from families with distinctive cultural identities, home languages other than English, and working conditions different from middle-class norms provide their children with resources that may not be well-matched to school expectations. Helping students and their families achieve academic success and providing experiences that lead to learning call for special professional skills and ongoing critical reflection about how best to apply them.

Enhancing professional competence requires restructuring organizational arrangements in schools. Teachers learn not simply as the result of a workshop or a course, but by developing judgment about how to apply new skills and knowledge in particular situations. Effective support for professional development is evident in scheduling and staffing that permit coaching, conversation, and individual and collective reflection on how to make recommended practices serve students better.

Title I and Title VII Support High-Quality Professional Development

Title I and Title VII, as well as other ESEA programs with which they could be coordinated, advocate comprehensive approaches to professional development and coordinated, programmatic efforts in education reform programs, including those serving Hispanic students and English-language learners. Under the law, Title I and Title VII programs are expected to organize their activities to serve students efficiently and effectively. Title VII funds can be combined with Title I resources to support schoolwide programs, which may increase in-class collaboration among mainstream, ESL, and bilingual teachers. Title VII provisions stress the importance of training *all* educators to serve ELL students effectively.

Professional Development Offers Essential Substantive Lessons

In teaching, as in other professions, effectiveness stems, in significant part, from mastering the skills and knowledge to get started on the job and becoming a lifelong learner. Preservice education imparts the basic structures of and information about the core subjects and begins to establish understanding of human development, cognition, and pedagogy. In-service education adds to this foundation and addresses the challenges of particular situations or school contexts. Preparation to be an effective teacher of Hispanic students begins with preservice education and continues as teachers move through induction and into work as full-fledged professionals.

A SOLID PRESERVICE EDUCATION

Institutions that provide preservice education have a dual role in improving the quality of the teacher workforce: they identify strategies that attract well-qualified candidates and prepare those candidates to meet high standards of professional competence.

Candidate recruiting and retention. For teachers of Hispanic students, familiarity with students' culture can be a matchless asset. Furthermore, Hispanic students who are just learning English gain special benefits from having teachers who are fluent in students' home language. Such teachers can provide support for learning that is not available in any other way, even if the language of formal instruction is English. However, despite the growing number of Spanish-speaking students, teachers who can communicate fluently in Spanish and English are in short supply. In a recent survey of about three-fourths of the districts in the Council of Great City Schools, about two-thirds reported an immediate need for teachers skilled in bilingual education or teaching English as a second language (Recruiting New Teachers, Council of Great City Schools, & Council of Great City Colleges, 2000). Increasing the pool of teacher candidates who are functionally bilingual can be accomplished by:

- Recruiting bilingual Hispanic students and community members into teaching
- Fostering bilingual Hispanic students' early interest in teaching
- Providing support for Hispanic students' enrollment in teacher education programs (Leighton, Hightower, & Wrigley, 1995)

Targeting recruitment to bilingual Hispanic candidates helps rectify the problem of underrepresentation of Hispanics in the teacher population and can increase the visibility of teaching as a career option in the Hispanic community. Fostering early interest in education as a career can help Hispanic high school students develop attitudes and ambitions that encourage high school completion and success in college. Activities such as those sponsored by the Future Teachers of America give Hispanic students a chance to sample the satisfactions of teaching. They also provide younger students with tutors and mentors who have a cultural heritage similar to their own.

Recruiting Bilingual Paraprofessionals to Become Certified Teachers

- The Los Angeles Unified School District (LAUSD), local campuses of California State University, and the Service Employees International Union have created the "Paraeducators' Career Ladder" to help teaching assistants become teachers. The program is open to paraeducators employed by the city, and more than 5,000 annually have participated since it began in 1994. Candidates enroll in courses at the university and move through a five-stage process toward certification. At each stage, they work toward one or more state standards for teacher preparation with a combination of formal study, peer and mentor coaching sessions, and field experiences based in their own work as classroom assistants. The institutional partners use funds from several sources to provide scholarships and grants. LAUSD has structured an employment category especially for the candidates: they work three hours a day at a school, and their supervisors adjust the work schedule to accommodate course taking.

  Of the nearly 1,400 who have finished the program and achieved certification, almost 85 percent are minority and 65 percent are bilingual. In contrast to teachers who enter LAUSD other ways and transfer to other districts within a short time, 95 percent of career-ladder graduates remain in the district. In the 2000–01 school year, the program will expand, offering special after-school courses that will be more accessible to all potential participants. The career ladder has a steady, improving effect on the overall qualifications of the paraprofessional and teacher workforce.

- Albuquerque Public Schools (APS), the University of New Mexico, and the local paraprofessional affiliate of the American Federation of Teachers collaborate on a Career Development Program that offers scholarships to aides who have worked at least three years in APS and want to become teachers. More than half of the participants are Hispanic, and many enroll in the bilingual and special education teacher preparation programs. In return for support during their teacher education programs, graduates return to teach in APS classrooms, many in the communities where their families have lived for generations.

Supporting Hispanic students' enrollment in teacher education programs is especially important when candidates come from families or communities with little or no college experience. Research in several sites has shown that attrition in bilingual teacher education programs can stem partly from candidates' competing loyalties and responsibilities. Managing coursework, housework, jobs, and families often stretches candidates too far. Sometimes older family members view studying as less important in the short run than working to support the family. To sustain enrollment through college graduation and certification, Hispanic candidates' projects can offer financial support to offset the costs of higher education and the lost earnings, and they can inform extended families about the long-term benefits of college education (Leighton et al., 1995). These strategies can promote harmony between candidates and their families, and sustain their commitment to completing their education programs.

Supporting Teacher Candidates

The University of Southern California Latino and Language Minority Teacher Project (LLMTP) is sponsored by a partnership that includes several school districts and post-secondary institutions in Los Angeles. Funded by Title VII, the project aims to improve the quality of the teaching force in Los Angeles by helping members of the community who work in the schools as paraeducators to become teachers. In addition to scholarships, faculty mentors, activities to support college enrollment, and regular coursework, LLMTP provides regular opportunities for participants' families to meet, learn how to help the participants, and celebrate participants' progress. With their families backing their work, teacher aspirants are able to persevere and make their education and cultural background a resource for the whole community.

Enriched teacher preparation. The preparation of teachers for Hispanic students—including those with limited English proficiency—should promote teachers' high attainment in core disciplines and include language studies in English and Spanish as well as pedagogy (Leighton et al., 1995). Many states' certification rules require that teachers have a college major in one discipline and demonstrate knowledge and skill on standardized tests of content, in addition to the knowledge and skills involved in teaching. Furthermore, teachers of students whose personal resources for learning differ from those assumed by conventional curricula require more pedagogical skill and knowledge than are required of other teachers. For example, bilingual education teachers should be prepared to teach reading and language arts in both Spanish and English and to use sheltered instructional techniques in content areas. These are special skills not required of all teachers.

Prospective teachers of Hispanic students—like all teachers—should have extended field experiences that offer opportunities for learning in the company of a mentor. They should also have increasing responsibility for independent teaching (Darling-Hammond & McLaughlin, 1995). By observing and analyzing experts' teaching at the beginning of their studies, prospective teachers see how their coursework applies to real-life teaching. Later practice gives them the chance to test hypotheses, refine their skills, and develop approaches to teaching that are well founded professionally and personally. Many teacher education programs sponsor professional development schools where candidates participate in a community of learners that includes not only children but colleagues at all stages of their careers. These schools, usually partnerships of universities and school districts, demonstrate to candidates how seasoned teachers implement programs that value language, culture, and other individual and family resources.

Finally, a good professional preparation program inculcates the value of continuous professional development. Emerging demands and expectations for schools and teachers often call for new approaches and programs along with new knowledge and skills. Teachers should complete preservice training with the clear notion that continuous learning will characterize their professional lives.

INSERVICE EDUCATION FOR COMPLEX NEEDS

Research on schools with many Hispanic and migrant youth—whether those schools have served Hispanic students for years or only have begun to serve them recently—repeatedly affirms the importance of professional development that promotes collaboration and reflection and cultivates the image of teacher as learner (Calderón, 1999; Gonzalez & Darling-Hammond, 1995; Reyes et al., 1999; Rueda, 1998). Because Hispanic students bring complex needs to the classroom, teachers must be able to work together to acquire the special knowledge and pedagogical skills required to meet those needs. Moreover, studies stress that improving students' educational experiences requires attention to the whole school as an organization (August & Hakuta, 1997; Calderón & Carreón, forthcoming). According to Title I and Title VII, educational excellence for Hispanic students and the segment of the population who are English-language learners must be part of the entire school mission. It follows, then, that professional development must be a schoolwide venture that creates the time and the structures that unify the school as a community, striving for excellence.

"Teacher Learning Communities" Reinforce "Success for All"

In addition to three days of late-summer training, all teachers in El Paso *Success for All* schools participate regularly in gatherings they call "teacher learning communities" (TLCs), which resemble study groups or communities of practice in other reform models. While they normally meet in grade groups with co-workers, TLCs sometimes also include teachers from their "extended professional family" across the border in Juarez, Mexico, where bilingual *Success for All* is also being implemented. TLCs were born in 1989 out of the need to adapt a promising instructional model for use in schools with differing needs and characteristics. In TLCs, teachers discuss their problems, get feedback, and discuss ideas with colleagues. They may also develop new curriculum or a new assessment process; learn, apply, and evaluate an instructional practice; adopt or adapt a new program; or work on school restructuring. It is an opportunity for teachers to examine, question, experiment, implement, change, and evaluate their practice collaboratively.

Collaborative, continuous, schoolwide professional development. Research on effective professional development stresses the need to involve everyone at the school in learning activities: principals, teachers, secretaries, support staff, paraprofessionals, and parents (Darling-Hammond & McLaughlin, 1995; Gonzalez & Darling-Hammond, 1995). Furthermore, studies show the importance of building positive and effective collaborative structures (Calderon, 1999; Fullan & Hargreaves, 1996; Lieberman & Miller, 1991; Joyce, Wolf, & Calhoun, 1993). Placing staff members in teams does not by itself ensure high-quality professional discourse and better practice: teachers and others need to establish norms for cooperation and working efficiently as a team (Calderón, 1999). Team-building exercises improve staff communication, increase awareness that all students—regardless of cultural and language differences—must be expected to reach high academic standards, and promote more effective implementation of reform efforts (Calderón, 1999; Wagstaff & Fusarrelli in Reyes et al., 1999). Rather than simply picking workshop topics, educators must carefully consider who should participate in professional development activities and how they can most effectively work as a team.

Effective professional development offers teachers follow-up observations, support, and opportunities for continuous improvement. If a school's professional development program is to have a real effect on classroom practice and student achievement of high academic standards, teachers must have continuing support to strengthen and sustain new practices (Calderón, 1994).

Comprehensive professional development is especially important in schools with many Hispanic students. Open communication and teamwork are essential for teachers facing complex educational issues such as English-language development, cultural diversity, and the educational challenges associated with family poverty, immigration, and mobility. Comprehensive professional development that involves *all* teachers and staff not only unifies the school and coordinates program services, but also helps ensure essential collaboration between mainstream and bilingual/ESL teachers. The ESEA emphasis on coordination between Title I and Title VII reflects the current research recommending that all teachers who share responsibility for the same students participate in the same professional development activities (August & Hakuta, 1997; Calderón, 1999; Wagstaff & Fusarelli in Reyes et al., 1999).

Marshall Middle School Provides Comprehensive Professional Learning

At Chicago's Thurgood Marshall Middle School, which serves a 70 percent Hispanic population, a faculty committee establishes priorities for professional development in line with the school's academic goals. One teacher from each of the school's teams—clusters of students who share the same faculty and suite of classrooms—sits on a committee that administers the Title I schoolwide program. This committee conducts an annual faculty survey to set the priorities for professional development and presents the resulting plan to the teams for approval. The committee subsequently implements the plan, engaging both professional and paraprofessional staff. In 1998–99, the school implemented an inclusion model for special education students, teaching classes with a broad range of abilities and incorporating technology into classroom instruction.

In order to incorporate best practices in the curriculum, teachers are encouraged to attend professional development activities to learn about emerging middle-school philosophies and to stay abreast of recent developments in their fields of instruction. Marshall offers teachers numerous opportunities to work with one another and to pursue professional growth. The principal requires that every teacher attend at least one middle-school conference each year at the state or national level. The school also pays for teachers to attend subject-area conferences, using both federal Title I and state Chapter 1 funds.

Enhancing teachers' capacity to accommodate diversity. Many veteran teachers have not had the advanced professional training needed to serve students who are Hispanic, migrant, or English-language learners most effectively. Although more teacher education programs are beginning to address these issues, even new teachers may enter the workforce with inadequate training in this area. They may feel ill-prepared to meet the academic, language, and cultural needs of America's increasingly diverse student population (Gray, Cahalab, Hein, Litman, Severynse, Warren, Wisan, & Stowe, 1993). Schools can use Title I and Title VII funds (among other federal funds) on activities that improve teachers' knowledge of curriculum content and state standards so they may better help Hispanic students to succeed.

Providing Standards-Based Professional Development in Philadelphia

Most schools in Philadelphia are in one of 22 "clusters"—groups of schools that serve students from kindergarten through grade 12. Each cluster organizes and implements its own professional development and training for school staff, within the broad, standards-based framework of the district. In addition, two Title VII grants support districtwide professional development for teachers serving English-language learners, in areas such as portfolio assessment, implementation of standards, and balanced literacy. The central office ensures that all professional development meets the district's expectations for quality and inclusion (e.g., follow-up training is available, various perspectives and approaches are emphasized).

Among the skills that teachers need to support ELL students' learning across the curriculum are those involved in using sheltered instruction. Sheltered instruction integrates content objectives with language development objectives. When it is done properly, students with limited English-language skills have opportunities to learn core subject material at grade level—using strategies that rely more on demonstrations and modeling than simply on words to communicate facts and ideas. For example, in a class of fluent English-speakers, a ninth-grade algebra teacher will typically blend talk and demonstration, but the lesson will be richer on the language side, alluding to shared experiences to illustrate concepts and procedures. In a class that includes English-language learners with the prerequisite mathematics skills to learn algebra, the teacher would rely on sheltered instruction, that is, a blend of communication strategies that relies much more heavily on illustration, modeling, and demonstration to convey information. Students who are English-speakers but not primarily verbal learners may also benefit from this approach. However, using this method of instruction demands a much more carefully articulated understanding of mathematics and probably a much greater reliance on nonverbal communication than standard teacher education imparts.

"Bridging Cultures" to Help Hispanic Students Learn

The Bridging Cultures Project in Oakland, California, introduces elementary school teachers to strategies for becoming more alert to and articulate about culture and thereby more effective in serving Hispanic students. Funded by the U.S. Department of Education's Office for Educational Research and Improvement, the Language and Cultural Diversity program at WestEd, a federally funded Regional Education Laboratory, has sponsored the Bridging Cultures Project since 1996, with partners from the University of California, Los Angeles, (UCLA) and California State University at Northridge. Project staff are currently working with seven elementary teachers from six predominantly Hispanic schools in the Los Angeles Unified, Ocean View, and Los Nietos school districts to design and field-test professional development materials and workshops. Bridging Cultures has also developed university course modules for preservice teachers.

Bridging Cultures operates on the principle that in order to develop strategies to help children accommodate the sometimes differing expectations of school and home, teachers must first recognize how the different belief systems at school and home operate. The public education system reflects an individualistic orientation, emphasizing individual achievement and experience, while some immigrant cultures—including those of some Hispanic students—tend to hold more cooperative perspectives, emphasizing group harmony and contributions to the group.

The project facilitates understanding of different cultural perspectives and opens the way for better communication between parents and teachers. For instance, Hispanic parents may have different expectations about the social dimensions of their child's educational experience. When teachers recognize and address parents' concerns, they build continuity of support for the child. A project staffer noted that Bridging Cultures is not a prescriptive program, but one that promotes cultural understanding. The teachers themselves tackle the task of determining its implications for the classrooms. The project challenges teachers to become more aware of the ways that the cultural expectations of their Hispanic students (and their families) may differ from the previously unexamined expectations of school.

The effort has sparked enthusiastic responses among participating teachers. Bridging Cultures project staff have documented successful strategies that participating teachers have used to address cross-cultural conflicts experienced by Hispanic students in their classrooms. The project has incorporated these problems and solutions into vignettes that are included in professional development materials. These lessons are included in professional development materials.

Organizational Arrangements Help Teachers Learn

In addition to opportunities for formal and informal study of new material and ideas, teachers require organizational supports and structures. These include:

- Effective and knowledgeable principal leadership

- Time and infrastructure for professional development

- Resources and materials adequate for program support

3 The promising practices described in this section offer insights into how these organizational elements strengthen teachers' abilities to help Hispanic students succeed academically.

PRINCIPAL LEADERSHIP

In all schools, the principal's leadership plays a critical role in creating a dynamic organization founded on clear and common goals for academic achievement. Principals promote academic excellence by setting priorities and establishing a clear vision for the school. Principals who see professional growth as central to student achievement develop the supports and structures that promote professional development and therefore good teaching (Gonzalez & Darling-Hammond, 1995; Wagstaff & Fusarelli in Reyes et al., 1999). For instance, they provide supervisory feedback that shows understanding of the teacher's intentions for a lesson, and they arrange release time on an ad hoc basis when teachers want to observe each other. Schools that function as learning communities have powerful leaders with special skills. They cultivate new instructional practices, reform organizational structures to foster teacher collaboration, use resources to create time for collaboration, model
4 collegiality, and instill a climate of genuine respect for teachers and students (Calderón, 1999; Darling-Hammond & McLaughlin, 1995; Gonzalez & Darling-Hammond, 1995).

The presence of strong, knowledgeable principals is especially important in culturally diverse schools and schools that serve many Hispanics (Carter & Chatfield, 1986; Gonzalez & Darling-Hammond, 1995; Wagstaff & Fusarelli in Reyes et al., 1999). The principal puts just as much emphasis on the achievements of Hispanic students and English-language learners as on the achievement of other students, provides ongoing instructional and curricular direction and leadership, engages a talented staff, and involves the entire school in reform. Principals in effective schools view themselves as facilitators or coaches charged with acquiring resources and educational opportunities for teachers and students. They empower staff with decision-making and leadership opportunities. Furthermore, they draw on staff expertise to improve their own skill and understanding. For example, principals may ask teachers who have advanced training in promoting second-language development to help identify the best strategies.

Building Horizontal and Vertical Integration

In its Title I schoolwide program, H.D. Hilley Elementary School in Socorro (Texas) Independent School District uses vertical and horizontal teaming to coordinate curriculum within and across grade levels and align it with state standards.

Vertical teams meet monthly by subject area across grades to discuss grade-level goals, instructional alignment, cross-grade strategies, and new materials and Internet resources. The school has three vertical teams: the communications team, the math/science team, and the fine arts/social studies team. They monitor the progress of the schoolwide initiatives and coordinate curriculum goals in the K-5 instructional programs. The vertical teams also serve as an accountability check for all grade levels. For example, fourth-grade teachers can discuss with the third-grade teachers what students should know before they are promoted. Each vertical team has a representative from each grade level. Teachers in the lower grades, who teach all subjects, decide among themselves who will represent their grade on each vertical team. One teacher from each vertical team serves as a teacher representative to Hilley's School Improvement Team.

Horizontal teams engage teachers at each grade level in discussions of teaching strategies, resources, and feedback on campus activities. Scheduled weekly during their common lunch period, these conversations encourage teachers to share ideas and to visit one another's classrooms. For example, during one horizontal team meeting, a teacher expressed concern that her students had not scored well on a state assessment practice exam and asked for help. Another teacher whose students had been successful described the strategy she used.

Both the vertical and the horizontal teams implement and assess the professional development related to their areas.

Hilley received "Recognized" status, based on students' attendance and performance on statewide tests, from the Texas Education Agency for three consecutive school years (1995–1998).

TIME AND STRUCTURES FOR PROFESSIONAL DEVELOPMENT

Time is an essential element in teachers' professional growth. Teachers need time within and outside the school day to work with other teachers, follow up, and plan. More and more schools are creatively restructuring school schedules to allocate more time for coordinated planning and discussion. Team-teaching arrangements and special-focus teams encourage teacher collaboration and curriculum development. Observing and mentoring peers are other ways teachers can learn from one another. Professional development outside school, offered through teacher networks, conferences, and university partnerships, also is a valuable use of teacher release time.

Elementary, middle, and high school structures (e.g., middle and high school departmentalization) often impede high-quality professional development. As more educators realize this situation, they are rethinking school structures and practices once considered immutable and restructuring the workday to permit more professional interaction.

Making Time for Teachers to Meet

Faculty members at Marshall Middle School in Chicago meet twice weekly. Students and teachers are grouped into teams that create a small-school environment; state Chapter 1 funds support two additional "exploratory" teachers so that all students in a team can attend elective classes (e.g., art, computers, physical education) during the same period. This provides the time for team meetings of teachers. Curriculum planning, particularly for the interdisciplinary units crucial to Marshall's curriculum, takes place during another block that the school has set aside for teachers. The school day would normally run from 8:00 a.m. to 1:30 p.m., but Marshall begins classes daily at 7:50, "banking" the extra 10 minutes of instructional time so that once a month the school can dismiss students early and teachers can spend a half-day on professional development. These early release days are used for team planning, departmental meetings, schoolwide workshops related to professional development priorities, and work on the school improvement plan. Having an early start time required a waiver from the teachers' contract, which the union granted at the teachers' request.

RESOURCES AND MATERIALS FOR ADEQUATE PROGRAM SUPPORT

Teachers need resources and materials to implement the ideas and instructional strategies they learn through professional development. Teachers of English-language learners need curriculum materials and books suitable for implementing sheltered instruction or other strategies. Teachers also need adequate bilingual reading materials, culturally relevant curricula, visual tools, graphic organizers, and manipulatives in order to put recommended teaching methods into practice.

Implementing effective practices also demands additional human resources. For example, a program may need a reading specialist or literacy coordinator to observe instruction and offer feedback, help develop an ongoing assessment system (e.g., portfolios) for students, or gather materials for new strategies. Teaching assistants and volunteers may also help, under teachers' supervision.

Knowledgeable bilingual/ESL staff are especially important resources in schools serving a large population of Hispanic students who are learning English. Well-qualified bilingual or ESL staff offer essential knowledge of English-language development and serve as important partners to mainstream teachers. In schools that legitimize collaboration, both sets of teachers offer important resources to one another as they work on literacy development, cooperative learning strategies, sheltered and bilingual instruction techniques, and creation of curriculum that is equitable and accessible to English-language learners (Gonzalez & Darling-Hammond, 1995).

Checklist for Building Teacher and Organizational Capacity

Does our preservice teacher education program ensure that teachers who will serve Hispanic students begin with a solid foundation of knowledge in the core subjects, pedagogy, and language development by:

✔ Targeting recruitment and retention efforts on bilingual and Hispanic community members, both adults and high school students, whose existing language and cultural resources will be valuable assets?

✔ Providing support for Hispanic candidates' continued enrollment and success in teacher preparation programs?

✔ Enriching teacher preparation to enable candidates to achieve high professional standards in core subjects as well as pedagogy, including English- and Spanish-language development, where appropriate?

Does our in-service education support teachers' development of skill to meet students' complex needs by:

✔ Making professional development collaborative, continuous, and schoolwide?

✔ Designing professional development specifically to enhance teachers' ability to accommodate and make good use of diverse student resources?

✔ Ensuring that all teachers of English-language learners are skilled in strategies that promote language development as well as achievement in the core subjects?

Do our organizational arrangements help teachers learn by:

✔ Encouraging principals to impress upon teachers that achievement by all students, including Hispanic students, is equally important?

✔ Scheduling the school day and week to allow time and space for teachers' professional development?

✔ Providing resources and materials for adequate program support?

CHAPTER 4

Using Family and Community Resources

Families and the communities in which they live are powerful resources in improving Hispanic students' learning. Studies show that what the family does to develop language, motivate children, monitor homework, and limit television watching is more important to student success than family income or education (de Kanter, Ginsburg, & Milne, 1987; Henderson & Berla, 1994). And a recent study of promising practices in top-performing, high-poverty schools suggests that when schools persuade parents to help students meet standards, students do well academically. In these schools, traditional roles for parents, such as fundraising and playground duty, take second place to activities that address their children's academic lives more directly (Education Trust, 1999). For these reasons, nurturing and sustaining strong partnerships between schools and Hispanic families and community members are vital goals for educators.

Title I and Title VII Encourage Strong Partnerships

Through the reauthorized ESEA, Title I and Title VII programs work together to encourage schools to plan strong school-family-community partnerships that help all students learn. Both programs require schools to nurture strong partnerships with Hispanic families. For example, Title I emphasizes the roles of the family, the school, and the district in promoting high academic performance. Schools receiving Title I funding must:

- Develop and distribute to parents a written parental involvement policy and get parents involved in conducting an annual evaluation of its content and effectiveness
- Develop a school-parent compact—a written commitment that indicates how all members of the school community share responsibility for improving student achievement
- Offer full opportunities for the participation of parents with limited English proficiency, including providing information and school profiles in a language and form that these parents understand
- In accordance with provisions of the Migrant Education Program, support advocacy and outreach activities for migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services

Schools and districts can use Title VII funds for outreach and parental education programs, as well as parental participation in all aspects of Title VII programming, from assessing needs and planning to implementing and evaluating.

Schools Promote Parental Involvement

Recent research on family and community involvement in children's education suggests that three key strategies may be especially effective in promoting Hispanic families' participation in school-related activities: (1) bridging language and cultural differences between school and home, (2) moving beyond traditional school-family activities, and (3) providing training of parents and staff for effective partnerships (U.S. Department of Education, 1997b). The larger communities in which schools are located also have a role to play in developing partnerships that benefit Hispanic students and their families.

BRIDGING LANGUAGE AND CULTURAL DIFFERENCES

Language and cultural differences are among the challenges that schools may face when they try to communicate with Hispanic families and encourage them to play an active role in their children's academic lives. About 55 percent of Title I schools report that they serve students whose parents speak only limited English. In addition, survey data indicate that parents who do not speak English at home are less likely to participate in school-based activities, and more likely to participate in fewer activities over the course of the school year (U.S. Department of Education, 1997b). And increasingly, educators are discovering that recognizing and valuing the learner's home language and culture can effectively help to guide systemic educational reform (McGroarty, 1998).

To break the language barrier, many schools serving Hispanic students use bilingual parent liaisons, instructional aides, counselors, and parent volunteers to communicate with families about school-related activities and their children's progress. In addition, some districts and schools conduct bilingual workshops and classes to inform parents on how to reinforce student learning at home (U.S. Department of Education, 1997a).

Reaching Out to Bilingual Parents

The schoolwide program at Hueco Elementary School in the Socorro Independent School District in Texas coordinates Title I and Title VII funds to encourage parental involvement. This Success for All school serves a 98 percent Hispanic, rural student population of about 620 children enrolled in grades preK-5. Its efforts to draw parents into the life of the school include bilingual home-school communications and parent workshops and activities, all of which are conducted in both Spanish and English. Parent workshops and courses address general parenting skills, including effective nurturing, child development, drug abuse prevention, and health and physical well-being. In addition, ESL courses and a computer course encourage parents to work toward their personal educational goals. All Hueco families participate in the Super Readers Program, which provides incentives for parents of preschool, kindergarten, and first-grade children to read to their children often and regularly. In addition, about 50 parents attend monthly Parent Communication Council meetings, at which they discuss their concerns about the school with the principal and vice principal. Finally, teachers receive release time from school to visit families of students who are doing poorly in school or are experiencing noteworthy success. Parental participation at Hueco has grown beyond fundraising and clerical work to include participation in school decision making and classroom instruction, advancing their own educational goals, and contributing to students' learning at home. In addition, student attendance averages 96 percent, and as of the 1997–98 school year, on average, students in each grade level scored at or above the 84th percentile on the TAAS.

Getting High School Students' Families Involved

At Rio Grande High School in Albuquerque, the bilingual home-school liaison person (funded by Title VII) links students, parents, and the school, and helps parents obtain the services and information they need to participate actively in their children's education. To address low school attendance among students (85 percent of whom are Hispanic), Rio Grande created the liaison position about five years ago. The liaison person meets with parents when their students register, and makes home visits when necessary to explain curriculum or other education-related issues. As the liaison person began to visit students' homes and saw that many of the families needed social and health care services to solve problems that often prevent students from attending school regularly, he began making referrals to appropriate agencies. The liaison person also ensures that parents stay informed about their children's education by explaining curriculum, serving as a translator at parent-teacher conferences, and helping students study for the ACT and fill out college applications if needed. A recent evaluation report indicates that the senior stability rate—the proportion of seniors who enrolled by the 20th school day and graduated in May—increased by 6 percent between 1995 and 1999 (to 82 percent).

Building strong school-family-community partnerships with families of different cultures can be difficult for even the most outgoing and well-meaning school staff and parents (U.S. Department of Education, 1997b). Schools that are serving new or rapidly growing Hispanic populations may face special challenges in learning to bridge the divide. Language-minority parents are often reluctant to contact teachers to discuss their children's education; many Hispanic parents, for example, view teachers as the pedagogical experts and do not want to interfere (Flores, Cousin, & Diaz, 1991). One effective way schools can bridge the cultural divide is to promote cultural understanding between school staff and parents.

Promoting Understanding between Teachers and Migrant Families

The Dysart Unified School District Migrant Preschool program in El Mirage, Arizona, trains migrant parents (referred to as parent mentors) to persuade other Hispanic families to learn parenting skills and study child development. The mentors reportedly boost parental involvement in the program, in large part because the mentors have the same cultural and economic background as participating parents. In the past, when there was a higher percentage of teachers who were unfamiliar with the demands of agricultural labor and the culture of the migrant farmworkers, both the children and their parents found it frustrating to try to communicate. Some staff said this was perhaps due less to differences in home language than to differences in culture. For example, women in the migrant community—unlike either Anglos or Mexican Americans—show respect to teachers by averting their eyes during conversation. Teachers often misperceived this display of good manners as a lack of openness or interest. In addition, work in the fields sometimes left odors that permeated families' clothing, creating the impression that migrant families had poor hygiene rather than being seen as an inevitable consequence of agricultural work. The training and experience of migrants hired as mentors enabled them to act as bridges between two groups—parents and teachers—who wanted the best for the children.

In Latino communities, young adults from a range of ethnic backgrounds who work with school-age children can promote cultural understanding by acting as "cultural brokers." They do this by showing respect for children's home communities. Because many of these young adults have learned to be bicultural themselves, they can pass on their understanding of how to retain community traditions while entering and succeeding in school and beyond (Hurtado, Figueroa, & Garcia, 1996). Some Puente Project schools, for example, operate a Peer Partner Program where eleventh-graders who have completed the Puente Project receive training to mentor ninth-graders and keep them on track for college. These peer mentors learn from a community mentor liaison and a Puente counselor how to be good role models and build leadership skills, as well as how to highlight the importance of culture—through avenues such as Latino literature—to a student's identity.

MOVING BEYOND TRADITIONAL SCHOOL-FAMILY ACTIVITIES

Although many schools across the nation hold back-to-school nights and fundraisers, these traditional activities *alone* do not build strong school-family partnerships around high standards for Hispanic student learning. Activities that bring teachers, parents, and students together to focus on teaching and learning will go further toward achieving high standards for learning (Education Trust, 1999; U.S. Department of Education, 1997a).

Creating Strong Home-School Partnerships for Newcomers

Many Hispanic parents may hold high aspirations for their children's school success but lack the knowledge needed to guide their children through American school systems (Cooper, Denner, & Lopez, 1999). To help build a strong partnership between the home and school, staff at Liberty High School in New York City provide parents with a wealth of information about student learning. Hispanic students make up roughly one-third of the Liberty school population. The school recently used some of its Title VII funds to develop a 90-page book—translated into five languages, including Spanish—about resources for parents. The book has sections on the rights and responsibilities of parents, ways to use New York City as a resource, and educational resources.

Moving beyond Traditional Parental Involvement

The Migrant Preschool Program in Dysart Unified School District of El Mirage, Arizona, began in 1985, when most of the families enrolled in the district were full-time migrant agricultural laborers. Today, largely because of the decline of agriculture in the area and greater opportunities to work in construction and other occupations, only a small percentage are full-time migrants. Nevertheless, in a high percentage of households, adults continue to provide some seasonal labor to area growers, which makes their families eligible for Dysart's migrant program. According to the Dysart preschool program staff, "The most important influence in a child's education…is his or her parents and homelife." The staff aim to develop close ties between the child's home and school learning experiences, and they view parents as a valuable resource. Currently serving 80 children with federal migrant education funds, with 10 children on the waiting list, the program builds links between home and school learning in nontraditional and effective ways:

- The program recruits parent mentors from the migrant community and weaves tighter connections between the languages and cultures of home and school. Parent mentors are migrant parents who, after completing their own training, recruit and train parents in the preschool program's curriculum and in child development and parenting skills. They also accompany the classroom teachers on home visits.

- A partnership with a local community college helps migrant parents develop English proficiency, continue their own education, and prepare for paid positions as parent mentors, classroom tutors, and teachers.

The preschool parent component has three strands of training for migrant parents. At least one parent of each child in the program is required to attend 15 hours of parenting classes (Strand 1), taught by two parent mentors, and to help in the classroom for 15 hours (Strand 2) under the supervision of the classroom teachers. Strand 2 includes practicum sessions for parents with their own preschool children in the classroom. Strand 3 offers migrant parents the opportunity to attend a local community college. Program staff help parents identify sources of financial assistance, which may include federal, state, or local resources. Parents who complete Strands 1 and 2 and develop English proficiency can go on to work as paid elementary classroom tutors. Currently, eight parents work as paid classroom tutors. For Dysart's migrant parents, the program offers a pathway to further education as well as a better school experience for their children. In addition, although no analysis of test score data currently exists, school staff report that anecdotal evidence indicates that participating preschool children enter first grade much better prepared than their peers who have not participated in the program.

PROVIDING TRAINING FOR PARENTS AND STAFF

Participants in school-family-community partnerships need to know how to communicate with one another; otherwise, misperceptions and distrust can flourish (U.S. Department of Education, 1997b). This is especially true when school staff and families come from different cultural backgrounds and have different expectations for how schools should operate, or when schools are experiencing an unprecedented influx of Hispanic students. Some of the many ways in which schools offer parents training and information include workshops held weekly, monthly, or several times throughout the year, and outreach activities such as newsletters, handbooks, and home-visits. Topics include tips on helping students learn at home, preparing parents to participate in school decision making, and providing teachers, principals, and school staff with practical advice and strategies for working with parents as partners (U.S. Department of Education, 1997a).

Working with Families in a "Success for All" Program

The Success for All (SFA) program is currently implemented in 1,500 schools nationwide. In the Socorro and El Paso school districts, SFA operates in five Title I schoolwide programs, each of which enrolls between 90 and 95 percent Hispanic students. SFA includes regular staff development and principal training, as well as a parent/family support team for outreach to parents. The team, made up of teachers, a counselor, a community representative, and parents, works with families to ensure student academic success. A family support team manual explains in detail the four premises of the SFA program: attendance, academic intervention, parental involvement, and integration of services. The team meets weekly to discuss issues that may affect student learning, such as inadequate sleep or poor attendance, and ways of working with parents to help their children succeed.

COMMUNITY SUPPORT FOR HISPANIC STUDENTS

The larger community in which a school is located can contribute to student learning by encouraging partnerships between home and school (McGroarty, 1998). Community-based organizations help in many ways. In the Alliance Schools Initiative, for example, cadres of school personnel, parents, and community leaders make home visits to promote discussions about school improvement. Members of the cadre teach parents how to help with homework and gather data on adult education needs. The ASPIRA Association (described later) operates sites where parents as well as students learn how to use computers and gain Internet access, and then make facilities available to them. Such collaboration closes the gap between school and family expectations and uses community resources to help students more effectively.

Building Alliances between Schools and Communities

The Alliance Schools Initiative works to substantially increase student achievement by developing strong community-based constituencies of parents, teachers, and community leaders in low-income areas throughout Texas, New Mexico, Arizona, southern California, Louisiana, and Nebraska. About 200 schools currently use the Alliance model; in 1997–98, 118 schools in Texas alone were Alliance schools.

The Alliance is a partnership between the Interfaith Education Fund (IEF), the Southwest Industrial Areas Foundation (SIAF) Network, state education agencies, and school districts. Most Alliance schools enroll large proportions of students from minority families living in low-income communities. Low student achievement, disunity among school staff, and little parental involvement are initially characteristic of many of these schools. The initiative works to restructure the relationship among stakeholders in school communities—parents, teachers, school administrators, students, community and business leaders, and public officials—in order to increase student learning and overall student performance.

Becoming an Alliance school means that school staff, parents, and other community members learn about education reform and the cultural shifts that they must make if students are to meet state and local standards. The initiative formalizes the relationships and commitments among stakeholders, each of whom agrees to work with IEF and their local IAF organization to improve the quality and performance of a school. State education agencies provide some flexibility, such as waivers from state guidelines, as well as supplementary funding to schools willing to redesign and reform their entire educational programs.

The process of becoming an Alliance school begins with identifying leaders and key concerns of parents and staff and developing relationships among all partners. The initiative implements strategic, targeted training for teachers and administrators and provides services, education, and training for parents and community leaders as they participate in school reform efforts. Some effective methods Alliance schools use to enact change are:

- Core teams of principals, teachers, parents, and community members receive training to conduct house meetings where community members, parents, and school staff can discuss their concerns and draft a plan of action for improving the school

- Walk for Success, a strategy in which parents, teachers, community members, and administrators walk the streets of the community to talk with parents about the school

- Training for parents to help their children with homework and other strategies to get parents involved in their children's education

- Other classes based on parents' self-identified needs, including, for example, Adult ESL, parenting skills, computer literacy

Between 1997–98, 87 percent of all Texas Alliance schools increased their percentage of students passing all sections of the TAAS. Economically disadvantaged students in the schools showed more improvement than their wealthier peers.

School-linked programs located outside schools. There are good reasons to locate a school-linked program outside of school. Some family members such as teenagers or parents of young children may be reluctant to come to school; they feel more comfortable in a community setting, such as a recreation center or YMCA. Some schools may not have the building space, staff, or other resources to operate some programs they would like to offer.

Linking Families to Technology

The ASPIRA Association, Inc., is building four new federally funded Community Technology Centers in Latino neighborhoods in Chicago, Philadelphia, Bridgeport, Connecticut, and Carolina, Puerto Rico. ASPIRA will expand existing community centers to include computer learning rooms with Internet-connected computers and educational software. With additional assistance from the business community, ASPIRA plans to establish technology centers at all ASPIRA sites. Education Secretary Richard Riley noted that the centers "can help parents and students who don't have computers at home link learning at school with learning anywhere through technology and bring the power of computers and information-age resources to those who have the greatest need" (U.S. Department of Education, 1999a, 6).

Space for family-school-community activities outside regular school hours and on weekends. El Puente, a comprehensive Latino multiarts and cultural center located in Brooklyn, New York, operates three sites in two Brooklyn communities (Williamsburg and Bushwick). Two of the sites share space with public schools. At these school centers, the El Puente Academy for Peace and Justice and El Puente at JHS No. 50, after-school offerings attract between 60 and 300 students five days a week. Afternoon and evening courses offered for the 1999–2000 program include college courses in the humanities, computer training, creative writing, drama, ESL, fine arts, internships, homework help and tutoring, and photojournalism. In addition, El Puente offers GED preparation, computer training, poetry readings, and intergenerational programs for adults.

Internships and other opportunities for service learning to help students develop work employment-related and other life skills. At Liberty High in New York City, students can participate in the World of Work program, which couples ESL with coursework such as art and design. Students make and sell their products. As part of this curriculum, students participate in community internships that may place them on a community board or in a local city council member's office.

Fostering Scientific and Engineering Education for Hispanic Students

In 1989, an effort to increase the number of Hispanic engineers and scientists resulted in the creation of the Center for the Advancement of Hispanics in Science and Engineering Education (CAHSEE), a nonprofit organization. CAHSEE fosters scientific and engineering education through four different programs, the oldest of which is the Science, Technology, Engineering, and Mathematics (STEM) Institute. Nationally, STEM offers an intensive, five-week summer instructional program to about 250 academically promising Hispanic and other minority and economically disadvantaged students. With the goal of creating leaders who are scientists and engineers, the program serves students in grades 7–11 and focuses on mathematics and science instruction, while also emphasizing the development of leadership skills and civic involvement and commitment. Students attend the program from 8:00 a.m. to 5:00 p.m. daily, with six hours devoted to classroom instruction and two hours to individualized tutoring. Academic instruction includes mathematical topology and precalculus, descriptive geometry and mathematical logic, and probability and statistics for engineers and scientists. Plans are under way to extend the program to high school seniors by offering them opportunities to conduct creative research in private and government laboratories during the summer months. In Washington, D.C., which serves about 100 STEM students, George Washington University donates office and classroom space to STEM, and 45 to 50 graduate students and undergraduate seniors receive a stipend and free housing and transportation to teach the courses. STEM receives donations from parents as well as funding from NASA and various corporations and foundations.

During the nine years that the STEM Institute has been in operation, all program participants have graduated from high school—on average, with a GPA of 3.4 on a 4.0 scale. Forty-five percent of STEM students score over 1200 on the SAT, while 30 percent score over 1300, 15 percent score over 1400, and 10 percent score over 1500. Seventy percent go on to major in science or engineering in college, and 70 percent of those who graduate with science degrees enroll in a graduate program within two years of graduating from college.

Checklist for Getting Families and Community Resources Involved

Are we encouraging parents' participation in school programs through:

✔ Written parental involvement policies and an annual evaluation process that includes parents?

✔ School-parent compacts?

✔ Advocacy and outreach for migrant children and families?

Have we engaged parents in Title VII programming through:

✔ Needs assessment?

✔ Planning?

✔ Implementation?

✔ Evaluation?

Do we provide bilingual staff to serve as:

✔ Parent liaisons?

✔ Instructional assistants?

✔ Counselors?

✔ Parent volunteers?

✔ Leaders of workshops and training for families?

Have we bridged the cultural or linguistic divide:

✔ Between school staff and families?

✔ Between students of different cultures?

Have we provided partnership training for families and staff through:

✔ Workshops?

✔ Informative newsletters?

✔ Handbooks?

✔ Home visits?

Have we gotten the larger school community to participate by:

✔ Working as partners with community-based organizations or recreation centers?

✔ Using school and community space for activities?

CHAPTER 5

Building Sturdy Foundations for Postsecondary Options

Some Hispanic students, especially younger ones, have naive or unrealistic expectations about work in general, the requirements for entering careers, and the courses they need to keep open their options for postsecondary education. The results of one survey showed that nearly half the students enrolled in general education courses (rather than college preparatory courses) aspired to careers that require a college degree (Carnegie Council on Adolescent Development, 1995). However, from 1982 to 1998, about 20 percent of Hispanic high school graduates completed the minimum courses recommended for college entrance, compared with 30 percent of white students, 28 percent of African American students, and 39 percent of Asian students (NCES, 2000).

The problem is not low aspirations but mismatches among students' visions of their future, the courses they take in school, and the information they and their families receive about how to prepare for higher education and employment (Carnevale, 1999). To help Hispanic students keep all their options open, schools can:

- Counsel students and their families to ensure that they understand the requirements for all their postsecondary education options
- Offer students the challenging courses they need to succeed
- Integrate academic and career preparation to help students see the connections between school and work
- Implement programs to make sure that Hispanic students stay in school

Moving Upward with TRIO

To motivate and encourage disadvantaged students from middle school through doctoral studies, the federal TRIO programs, since 1964, have provided funds for programs that help low-income students gain access to and succeed in college. Two-thirds of the students served by TRIO programs must come from families which have incomes under $26,000 (for a family of four) and in which neither parent received a bachelor's degree. About 64 percent of TRIO students are members of racial and ethnic minority groups; about 19 percent of all TRIO students are Hispanic.

TRIO encompasses eight federal programs, six of which help students gain the skills needed to prepare for, enter, and complete college through the doctoral level: Talent Search (in which ASPIRA participates), Upward Bound, Upward Bound Math and Science, Educational Opportunity Centers, Student Support Services, and Ronald E. McNair Postbaccalaureate Achievement programs. These programs provide competitive grant opportunities to institutions of higher education, public and private agencies, community-based organizations, and secondary schools. TRIO also funds professional development opportunities for TRIO projects to share their best practices with other institutions and agencies that serve low-income students but do not have TRIO grants. About 2,300 TRIO programs currently serve approximately 720,000 students. In FY 1999, TRIO received $600 million in federal funds.

Findings from a recent national evaluation of Upward Bound, the longest-running TRIO program, show that participants in the program expect to complete more schooling, take 17 percent more academic coursework, and are more likely to be enrolled in a strong academic curriculum than comparable nonparticipants. Data also show that Hispanic students benefit significantly from participating in the Upward Bound program. When compared with similar students in a control group, Hispanic students who participated in Upward Bound earned more high school credits, were less likely to drop out of high school, and attended four-year colleges at a higher rate.

Students Receive Counseling to Understand and Prepare for Options

Counseling is a critical mechanism for preparing Hispanic students for college and good careers. It helps Hispanic students and others who come from low-income backgrounds enroll in appropriate classes and obtain the other services that they may need. This counseling must begin no later than middle school. To help parents guide their children's education, for example, the family support coordinator at Lennox Middle School in Lennox, California, provides parents with strategies to help their children move from middle to high school and from high school on to college.

Counselors give students and their parents information and advice about how to prepare for college, including accumulating the right course credits; maintaining high grades; engaging in co-curricular activities; and mapping a plan to select a college, gain admission, and finance a college education. Students may also need other counseling, such as academic, career, personal, family, substance abuse, or mental health services in order to succeed.

Part of a counselor's role is to get parents involved in the education process. Research shows that parents with substantial money and education are more likely than others to be involved in selecting their children's courses, and that Hispanic parents are less likely to fall into this group. Students whose parents participate in the decision-making process also are more likely to be enrolled in college preparatory classes (Oakes & Guiton, 1995; Yonezawa & Oakes, 1999). Although Hispanic parents set high expectations and goals for their children, many need more knowledge about options to guide their children toward promising postsecondary education and career choices (Cooper, Denner, & Lopez, 1999).

GEARing Up for Success

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a research-based program authorized under Title II of the Higher Education Act of 1998 and administered by the U.S. Department of Education, supports early college preparation and awareness activities at the local and state levels. GEAR UP awards competitive multiyear grants to locally designed partnerships among colleges, low-income middle schools, and at least two other partners (e.g., community organizations, businesses, state education agencies, parent groups, and nonprofit organizations) to increase the college entry rates for low-income youth, including Hispanic students.

Local GEAR UP partnerships often incorporate proven strategies for helping low-income youth increase their chances of attending college, informing students and their parents about college options and financial aid, encouraging students to take college-preparatory classes, working with all students in a grade level, and providing a group of sixth- or seventh-graders with services through high school graduation. GEAR UP services may include mentoring, tutoring, counseling, after-school programs, summer academic and enrichment programs, and college visits. For example, the University of Connecticut is working with Louis Batchelder School in Hartford to provide its sixth- and seventh-graders and their families, many of whom are Hispanic, with counseling, tutoring, and parent education. State GEAR UP providers similarly provide low-income students with activities to make them aware of college opportunities early in their schooling, better academic support, information about paying for college, and scholarships.

Helping Students Choose the Right Path

Funded by Title VII, Calexico's School-to-Career plan is supported by the use of CareerWare, a multimedia commercial system that takes a personal inventory of a child's likes and dislikes, classroom curriculum, possible career futures, and other defining career characteristics. The CareerWare program gives parents an analysis of their child's answers so that parents and children can work together to put the student on the right career path. This program also makes parents aware of the classes their child should take in junior high school, high school, and through continuing education to work toward making that career a reality.

Students Take the Challenging Courses They Need to Succeed

Access to higher education, especially for low-income students, depends on the courses students have taken. Many Hispanic students do not select college-track courses, often because they do not realize how important such classes are for college admission (Reyes et al., 1999). For example, white students are significantly more likely to participate in Advanced Placement courses than are Hispanic students (NCES, 1998). Educators can ensure that Hispanic students, especially those learning English, take the classes they need to prepare for college.

Because algebra is a key to success in the higher mathematics courses that colleges look for on students' transcripts, most students should take algebra by the eighth grade. However, although rigorous mathematics classes, such as algebra and geometry, serve as gatekeepers for higher-level mathematics courses in high school and for college, many eighth-grade Hispanic students do not enroll in such college preparatory mathematics classes (Reyes et al., 1999). In fact, more than 80 percent of Hispanic and other at-risk students do not take gatekeeper courses by the eighth grade (NCES, 1997).

Schools can create policies and programs that ensure that all students—including ELL students—are encouraged to take rigorous mathematics courses, including algebra, in the eighth grade to improve their chances of attending and succeeding in higher education. Many states and districts have created standards requiring all students to take algebra. States and districts can also ensure that their standards for all students match the higher education admissions requirements.

Encouraging Advancement via Individual Determination

AVID (Advancement Via Individual Determination), a college preparatory program for students performing below their potential, serves about 45,000 students worldwide in 900 middle and high schools. AVID targets students who come from low-income families, will be the first in the family to attend college, face special obstacles to achievement, and may represent an ethnicity traditionally underrepresented in four-year colleges. About 43 percent of students in the program are Hispanic. In the United States, AVID operates in 13 states, including Texas and California, states with high percentages of Hispanic students.

The program features a college-preparatory elective course, a rigorous curriculum, and site teams composed of an AVID coordinator, subject-area teachers, parents, and trained college tutors. Essential components of the AVID program are attendance at AVID Summer Institutes; proper selection of students and staff; training for tutors; use of the AVID curriculum components of writing, inquiry, and collaboration (WIC); and monitoring of students' progress through systematic data collection. Students are expected to make at least a three-year commitment to the program in senior high school.

AVID divides participants into classes of about 30 students. Typically, each school has four or five AVID classes. At both middle- and high school levels, AVID classes typically include students from all grade levels that the school serves. AVID functions as a regularly scheduled elective class that meets for one period a day, five days a week. For the rest of the school day, students attend their other classes, many of which are honors or advanced placement classes.

AVID teachers, assisted by trained college tutors, offer a strong writing curriculum and use many inquiry-based learning strategies. Students are asked to draw inferences, analyze events, and evaluate facts; they practice these skills by writing essays and other papers. Students are also expected to take extensive notes in each class to improve their note-taking skills. At the end of each week, they turn in their notebooks for review and critique. Students also learn how to take tests and manage their time, how to prepare for college entrance placement exams, how to read text books effectively, and how to use the library for research.

AVID students participate in small-group tutorial sessions during two weekly tutoring sessions in AVID classes. Students receive extra help in specific subjects as questions are generated from their classroom notes, as well as coaching in study skills (time management, assignment and grade recording, binder organization), note taking, and library use. Tutors provide the bridge between students' knowledge and learning experiences and the expectations of the AVID coordinator.

Encouraging Advancement via Individual Determination (continued)

The AVID coordinator helps school guidance counselors schedule students in college preparatory courses and sees that students complete financial aid applications. According to one AVID coordinator, "High school counselors may not encourage these students to enroll in advanced classes...given their prior academic profiles. Because of many students' own low expectations for themselves, it would never occur to them to self-enroll in these classes."

Once students are enrolled in advanced classes, the AVID coordinator continues to provide support. For example, if an AVID student is performing poorly in a particular class, the coordinator may talk with the teacher to pinpoint the problem. If several AVID students are having difficulty, the coordinator may send an AVID tutor to sit in on the class and learn what is causing the most confusion.

Teachers, counselors, and administrators from AVID schools participate in ongoing professional development to implement the program. During the AVID Summer Institute, AVID's national leaders work with school teams on daily curriculum planning. This implementation strand includes discussion of how to help teachers align curriculum to state standards.

AVID has had success not only in keeping underachievers in high school but also in getting them to go on to college—at rates double and triple that of the general school population. An external evaluation showed a positive, direct correlation between AVID students' higher grades and their length of stay in the program. The average AVID student graduates from high school with a 3.2 grade-point average. Data collection by the AVID Center indicates that more than 90 percent of AVID graduates enroll in college, with 60 percent attending four-year institutions.

Implementing a Minds-On Mathematics and Science Program

> *"STEM is a rebuttal to the idea that minority students can only succeed in 'hands-on' rather than 'minds-on' programs."* —Charles Vela, STEM Executive Director

The STEM Institute is an intensive, five-week summer program for Hispanic and other underrepresented minority and economically disadvantaged students whose grades and attendance records indicate the potential for academic success. Public and private schools nominate most program participants, who are then invited to complete the application process. Students' transcripts, school attendance records, and letters of recommendation are reviewed, and approximately 25 students at each grade level are accepted. Talented students from low-income families have an advantage in the selection process.

Latino university professors, professional scientists, and engineers who are members of the Center for the Advancement of Hispanics in Science and Engineering Education (CAHSEE) develop the STEM curriculum. CAHSEE members have identified key mathematical and scientific topics, skills, and capabilities that students at each grade level need to master to achieve future success in a career in science, mathematics, or engineering. In addition, because of its emphasis on high standards and expectations, the STEM curriculum, along with some of the tests that are administered, reflects the content that is now being taught at leading universities. For example, last summer, STEM students who studied probability and statistics took the same final exam as students at a university.

In summer 2000, students will take the following courses:

• Seventh-graders:	Mathematical topology and algebra
• Eighth-graders:	Descriptive geometry and mathematical logic
• Ninth-graders:	Physics for engineers and scientists and chemistry for scientists and engineers
• Tenth-graders:	Probability and statistics for engineers and scientists and vector mechanics
• Eleventh-graders:	C-programming and algorithms; theoretical calculus and atomic physics

Plans are under way to extend the program to students in the twelfth grade by offering them opportunities to conduct creative research in private and government labs during the summer.

Students attend the program from 8 a.m. to 5 p.m. daily. They spend approximately six hours in classroom instruction, with two hours reserved for individual tutoring and an hour for lunch. Students enroll in two classes for the summer (except eleventh-graders, who enroll in three).

Graduate and senior-level undergraduate students from universities nationwide instruct students in the summer program. All training and oversight are provided by CAHSEE members, who are university faculty members or have particular training and expertise in teaching or otherwise working with students of high school- and college-age.

Career Preparation Helps Students See the Connection between School and Work

The connection between school and careers is clear. Many Hispanic students, however, experience greater economic pressure than other students to drop out of school to help support their families (Krashen, 1998). Schools can help students and families understand the distinct advantage in completing their education and pursuing a challenging, satisfying career that is also economically rewarding.

Mapping the Future for Migrant Students in Miami–Dade County

Miami–Dade County Public Schools' Migrant Academic Planning and Awareness program, MAPA ("roadmap" in Spanish) uses Title I funds to serve middle-school and high school students in five schools. MAPA teachers and counselors help students figure out their "roadmap of life." MAPA is designed to help migrant students develop an awareness of the importance of education and the skills needed to navigate the educational system.

Students work with teachers individually or in small groups to develop a personalized education blueprint in accord with their interests and goals (for instance, students are often advised to take certain college-track classes). Students also use the Internet and various software programs to begin selecting a career. Students look at career options regularly, set short- and long-term goals, and work to achieve them.

MAPA also offers students tutorials in language arts, reading, and mathematics (both in school and after) as well as peer counseling and conflict resolution workshops. In addition, the MAPA program offers tutorials for the High School Competency Test, which Florida requires for graduation. The tutorials also help students learn test-taking strategies for the SAT and ACT. Motivational seminars to develop a positive attitude about education and the importance of finishing school help reduce migrant students' dropout rate.

Personalized Programs Keep Hispanic Students in School

The dropout rate among Hispanic students in 1997 was 25 percent, compared with 8 percent for white students and 13 percent for black students (NCES, 1999). The odds that Hispanic students, like other students, will successfully complete their education increase with higher family income and education levels. Nonetheless, the education gaps between Hispanic and non-Hispanic students persist even after controlling for students' socioeconomic status, English-language proficiency, and immigrant status (Krashen, 1998; NCES, 1996; Reyes et al., 1999). In 1997, the overall percentage of Hispanics ages 25 to 29 who had earned a high school diploma or equivalency certificate was 62 percent, compared with 93 percent of their white peers (NCES, 1998). Getting parents involved, personalizing education, and providing help to students who are making transitions or who are at risk of failing can help Hispanic students complete their education.

Getting "Up Front and Personal"

At Moreno Middle School in Calexico, California, students are not allowed to slip through the cracks. Students with two or more F's have individual conferences with an administrator, all their teachers, and a parent. Through this intervention method, parents, teachers, and administrators get "up front and personal with the students who need the most help. These are the students who need to be tracked most closely," according to one staff member. By including parents in these meetings, the school helps them to help their children achieve. Parents are also informed, both at these meetings and in parent orientation, of the school requirement that each child carry a special notebook that serves as an organizer for daily assignments, due dates for projects, and other homework notices. Parents can check the notebooks daily to ensure that their child is completing all homework assignments.

Counseling Newcomers

To prepare students for their next schools, guidance counselors at Liberty High School in New York City meet three times a semester with each student. Students get a chance to visit other schools, sit in on their classes, and shadow students. Counselors from other high schools also meet with Liberty students.

Hispanic students who stay in school often point to someone in the school community who took a personal interest in them and supported their efforts to stay and excel in school (Secada et al., 1998). Mentoring is one way to help students form such relationships. In the Lennox (California) Unified School District, staff in the Adopt-a-Student program build personal ties with students. The program, which is open to all categories of staff, requires the staff to meet with students at least once a week. The program provides structured lunches for participants once every two months. Mentors give the student an adult to talk to; in many cases the teacher or staff member may be the only such person in the child's life. Between 50 and 100 adults are paired with students, and adults can mentor more than one student. The program is funded by the U.S. Department of Housing and Urban Development and is run through the Los Angeles County Board of Supervisors. The program requires substantial staff time, but mentors consider it well worth the effort.

Creating an Environment in Which Learning Is More Than Opening a Book

Mentors in the Puente Project create what the director of mentor training, Luis Chavez, calls "an environment where learning is more than opening a book." Each school has a community mentor liaison who trains the mentors.

Mentors' responsibilities include:

- Meeting with students at the mentor's work site
- Discussing with students their academic, career, and personal experiences
- Introducing students to professional and community organizations
- Providing resources for student reading and writing assignments

More than 4,000 professionals, primarily from the Mexican American/Latino community, have served as mentors. In some sites that also implement the Peer Partner Program, eleventh-graders in the Puente Project are trained to mentor ninth-graders to keep them on track for college. The project emphasizes ways of being a good role model, leadership skills, and college admission information.

Mirroring Success at Lennox Middle School

El Espejo ("The Mirror"), a tutorial program, pairs students at Loyola Marymount University and the most academically at-risk Lennox Middle School students. The Loyola tutors participate in training to use the Lennox School District standards in their tutoring, and a program liaison person strengthens the lines of communication between tutors and teachers. About 150 students participate in this program, meeting three times a week for academic help and social activities. All *El Espejo* participants are Hispanic. The college mentors have backgrounds similar to those of Lennox students and thus can personally relate to the children. Many mentors maintain strong relationships with the Lennox students throughout high school and even into college. Tutors also participate in social activities with students, going to lunch, the movies, or the beach. Lennox Middle School provides organized social activities once a month for mentors, students, and parents.

Helping Students Climb to the Summit

Since 1993, College Summit, a nonprofit organization, has helped many low-income students enroll in college. The privately funded program brings students nominated by their teachers to college campuses for an intensive, four-day, residential workshop that compresses most of the college application process into this single event. Students leave with examples of completed applications for admissions and financial aid, written personal statements that portray their strengths accurately and persuasively, lists of recommended colleges, and plans for following through. To help the students finish up their senior year productively and persist through the application and transition activities, College Summit trains school and youth agency staff and corporate volunteers in the program's mentor curriculum to work weekly with students throughout the remainder of their senior-year application process.

Since 1993, College Summit has served more than 1,000 students in Colorado, Illinois, Florida, New York, and Washington, D.C. In 1999, College Summit served about 380. Ninety-five percent of these students were minorities; about 35 percent were Hispanic students. Of the 1,000 students served since 1993, 80 percent gained acceptance to a postsecondary school and 79 percent enrolled—more than twice the national average of 34 percent for high school graduates at the same income level. Their retention rate is 80 percent. College Summit participants attend a variety of schools that match their academic and financial needs, including Brown University, Florida A & M University, Illinois State University, Santa Fe Community College, University of Colorado, and Stanford University.

Smaller learning environments also personalize Hispanic students' experiences. Some schools, especially high schools, form "schools within schools" so that students form closer relationships with one another, faculty, and staff, thereby increasing students' sense of belonging and the likelihood they will graduate. The positive effects of smaller size are especially noticeable where poverty impedes achievement. One recent study of 13,600 schools in 2,290 districts in Georgia, Montana, Ohio, and Texas found that the lower the income of a community, the stronger the correlation between achievement and school size. In Texas, for example, achievement on 8 of 10 statewide tests fell as school size increased (Howley & Bickel, 2000). Hispanic students are often among those lost in a large school. In FY 2000, Congress appropriated $45 million to support the restructuring of large high schools into smaller, more personalized learning communities.

Bringing a Large School Down to Scale

Thurgood Marshall Middle School, a Chicago Title I schoolwide program, creates a more personalized learning environment by forming teams of teachers and students. The school has six interdisciplinary teams. Each team has its own wing at the school, and students attend all of their core classes with their team. Marshall serves about 680 students in grades 7 and 8. About 70 percent of students are Hispanic, 17 percent are white, and 4 percent are African American. Twenty-four percent of Marshall students are ELLs, mostly Spanish-speakers. Ninety percent of students receive free or reduced-price lunches.

Teachers "loop," following their students from the seventh to the eighth grade to maintain continuity in instruction. Curricular and instructional matters are generally addressed at the team level. For example, one team combines language arts and social studies into a single humanities block, and math and science into another block. Each week, teachers have four individual prep times and two team preps.

Students' daily schedule consists of a 10-minute homeroom meeting, five periods of core instruction (reading, language arts, social studies, math, and science), one or two exploratory classes (music, art, gym, library, computers), a Drop Everything and Read time, and a 25-minute advisory period that many teachers use to get to know their students better through discussions of personal and social issues.

From 1995 to 1999, the percentage of Marshall eighth-graders scoring above the national norm on the Iowa Test of Basic Skills (ITBS) increased from 26 percent to 48 percent in reading and from 18 percent to 54 percent in mathematics.

Checklist for Building Sturdy Foundations for Postsecondary Options

Does our counseling for students and their families:

✔ Begin in middle school?

✔ Encourage them to choose an academic pathway that prepares them for postsecondary education and good careers?

✔ Teach them how to prepare for college through:

- Accumulating the right course credits?
- Maintaining high grades?
- Engaging in co-curricular activities?
- Mapping a plan to select a college, gain admission, and finance a college education?
- Providing information about other potentially important counseling services, such as academic, career, personal, family, substance abuse, or mental health?

Have we provided students with the challenging courses they need to succeed, including:

✔ Courses needed to prepare for required graduation tests?

✔ Algebra by the eighth grade?

✔ Other rigorous mathematics classes?

✔ Standards that match the higher education admissions requirements?

Have we integrated academic and career preparation to help students see the connections between school and work by:

✔ Clarifying the advantages of completing their education and pursuing a challenging and satisfying career that is also economically rewarding?

✔ Helping students cope with economic and social pressure to drop out of school?

Have we implemented programs to make sure Hispanic students stay in school by:

✔ Getting parents and the community involved?

✔ Providing support to students who are in transition or are failing?

✔ Encouraging mentoring?

✔ Creating smaller learning communities to ensure that students form closer relationships with one another, faculty, and staff?

CHAPTER 6

Lessons from Experience

Successful approaches to promoting high educational achievement among Hispanic students vary according to local interests, needs, resources, and length of residence in the district, yet experience in schools and districts points to some common characteristics for effectively reaching Hispanic students:

- **Successful programs for Hispanic students implement curriculum focused on literacy, based on high standards, and aligned with assessments.** Literacy-focused curriculum is essential because literacy forms the basis for all other instruction. Strategies to accommodate students' language and cultural resources remain centered on achieving high standards. Assessments that serve as benchmarks are aligned with standards and inform instructional decisions. Successful programs coordinate resources to offer effective and comprehensive learning experiences.

- **Successful programs build the capacity of teachers and organizations to serve Hispanic students.** High-quality, in-depth professional development is a key component in Hispanic students' academic growth. Preservice education, with a focus on attracting qualified candidates from the Hispanic community, is the first step in producing well-prepared teachers. In-service education that is collaborative, continuous, and schoolwide and that enhances teachers' capacity to accommodate a diverse student population keeps the program effective. Well-structured, organizational arrangements provide the time, materials, and incentives for teachers to grow.

- **Successful programs get families and the community involved in Hispanic students' education.** Hispanic students achieve more when families and communities work with the school to bridge cultural and language differences. Training parents and staff to create such partnerships is often a necessary first step.

- **Successful programs build strong foundations for Hispanic students' postsecondary options.** Schools counsel students early and often to make sure that they take the courses and fulfill the requirements that they need to achieve their postsecondary goals. Personalized education that integrates career and academic preparation can help students see the value of ongoing education.

Schools that help Hispanic students achieve high standards invest energy in solving problems. They view students' success as a shared responsibility, and everyone—teachers, administrators, support staff, parents, community leaders, and students—plays a role in students' learning. They use Title I, Title VII, and other federal, state, and local funds strategically to implement programs that are most appropriate for their students.

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PROGRAM NAME	**DEMOGRAPHICS**	**FEDERAL FUNDING**	**KEY FEATURES**	**EVIDENCE OF SUCCESS**
Advancement Via Individual Determination (AVID) 5353 Mission Center Rd. Suite 222 San Diego, CA 92108 **Tel.:** (619) 682-5050 ext. 103 **Fax:** (619) 682-5060 **E-mail:** avidinfo@avidcenter.org **Web:** www.avidcenter.org **Contact:** Communications manager **Grades served:** 6-12	In 1999-2000: • Number of students served: 45,000 worldwide • States served: 13 • Racial/ethnic breakdown nation-wide: 43 percent Hispanic, 23 percent white, 21 percent African American, 8 percent Asian, 5 percent other	• Many AVID schools participate in ESEA programs.	• AVID targets low-income students, most of whom will be the first in their families to attend college. • The program features a college-preparatory elective course, a rigorous curriculum, and site teams composed of an AVID coordinator, subject-area teachers, parents, and trained college tutors. • Participants are divided into classes of about 30 students, typically from all grade levels in the school. • AVID students take two hours of electives taught by the AVID coordinator, two hours of small-group tutoring led by college tutors, and one hour of motivational activities, in addition to college-preparatory classes. • AVID staff maintain close contact with parents through visits, telephone calls, and monthly workshops.	Data collected in 1999 revealed that: • The average AVID student graduated from high school with a 3.2 grade point average (GPA). • More than 90 percent of AVID graduates enroll in college, with 60 percent attending four-year institutions.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Albuquerque Career Development Program, Albuquerque Public Schools (APS) University of New Mexico (UNM) Partnerships Program 106 Hokona Hall Albuquerque, NM 87131 **Tel.:** (505) 277-6114 **Fax:** (505) 277-2269 **E-mail:** solguin@unm.edu **Web:** www.teachered.unm.edu/Affiliated/apsunm.htm **Contact:** Sharon Olguin, Director	In 1999-2000: • APS employs 1,800 educational assistants. • Racial/ethnic breakdown: More than 50 percent of participants in the Career Development Program are Hispanic.	• Educational assistants in APS are funded by Title I, Title VII, Special Education, and Indian Education programs.	• The Career Development Program offers one-semester UNM scholarships to 10 teacher aides who have worked in APS for at least three years and who aspire to become teachers. • The program gives scholarship recipients leave time, financial assistance, and other support as they become full-time students. • APS, UNM, and the local paraprofessional affiliate of the American Federation of Teachers collaborate on this program. • The Career Development Program also funds a licensure program for mid-career adults with degrees in other fields who decide to become teachers.	• Since its inception in 1991, 61 teacher aides have earned degrees in education along with their teaching licenses. • In 1995, the Career Development Program won the Association of Teacher Educators' Distinguished Teacher Education Program Award.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
The Alliance Schools Initiative 1106 Clayton Lane #120 West Austin, TX 78723 **Tel.:** (512) 459-6551 **Fax:** (512) 459-6558 **Contact:** Ernesto Cortes, Director **Grades served:** preK–12	In 1997–1998, in Texas: • Number of students served: 80,307 • Number of schools served: 118 • Many students served are members of minority groups, including a large percentage of Hispanic students. • Free/reduced-price lunch: 83 percent	• The Alliance Schools initiative operates in high-poverty schools, many of which receive Title I funds.	• The Alliance is a partnership among the Interfaith Education Fund (IEF), the Southwest Industrial Areas Foundation (SIAF) Network, state education agencies, and school districts. • Schools restructure stakeholder relationships to increase student performance. • State education agencies provide some flexibility, such as waivers from state guidelines, as well as supplemental funding to schools willing to redesign and reform their entire educational programs.	• Between 1997 and 1998, 87 percent of all Texas Alliance schools increased their percentage of students passing all sections of TAAS. Economically disadvantaged students showed more improvement than their wealthier peers.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
The ASPIRA Association, Inc. National Office 1444 I St. NW, 8th Fl. Washington, DC 20005 **Tel.:** (202) 835-3600 **Fax:** (202) 835-3613 **E-mail:** Aspira1@aol.com **Web:** www.aspira.org **Contact:** Hilda Crespo, Vice President for Public Policy and Federal Relations **Grades served:** K-12	• Number of students served by ASPIRA: 25,000 each year	• Many ASPIRA programs are supported by Title I or Title VII funds. • ASPIRA receives funding from the U.S. Department of Education's TRIO program (Title IV of the Higher Education Act of 1965) for Talent Search programs. • ASPIRA also receives funding from the U.S. Department of Health and Human Services and the Centers for Disease Control.	• Nationally, ASPIRA supports school-based clubs, summer activities, and after-school programs that emphasize academic achievement, promote cultural heritage, and foster leadership skills. • Nationally, ASPIRA is funding an initiative to build community centers that offer computers, Internet access, and educational software in Latino neighborhoods.	• ASPIRA's community computer initiative has been heralded by Secretary of Education Richard Riley.
Luis Munoz Marin Elementary School 479 Helen Street Bridgeport, CT **Tel.:** (203) 576-8354 **Contact:** Lydia Villanueva, ASPIRA Site Coordinator **Grades served:** preK-8	At Luis Munoz Marin Elementary School in 1998–99: • Number of students served: 225 • Racial/ethnic breakdown: 76 percent Hispanic, 20 percent African American, 2 percent Asian, 2 percent white • English-language learners: 26 percent • Free/reduced-price lunch: 99 percent • Children of migrants: 9 percent	• Marin is a Title I schoolwide program.	• Marin's after-school program serves students five days a week, providing academic and enrichment activities with an emphasis on Latino culture.	• The number of eighth-grade Marin students enrolled in a high-school-level mathematics course exceeds the state average by 20 percent.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Bilingual Cooperative Integrated Reading and Composition (BCIRC) Center for Research on the Education of Students Placed At Risk (CRESPAR)/ Johns Hopkins University 11437 Gene Sarazen El Paso, TX 79936 **Tel.**: (915) 595-5971 (800) 548-4998 **Fax:** (915) 595-6747 **E-mail:** mecalde@aol.com **Web**: www.successforall.net **Contact:** Margarita Calderón, Research Scientist	• BCIRC is often implemented in high-poverty schools, including several in the El Paso, Texas, Independent School District	• BCIRC schools often use Title I and sometimes CSRD funds to implement the model.	• BCIRC improves students' reading and writing skills. • BCIRC is a Spanish bilingual adaptation of the program's Cooperative Integrated Reading and Composition (CIRC) curriculum. BCIRC emphasizes Spanish and ESL reading skills in making the transition to reading in English. • CIRC and BCIRC curricula include direct instruction in reading comprehension questions and integrated language arts and writing. • In El Paso, CIRC/BCIRC and SFA are aligned to the Texas state standards. • Schools assess students every eight weeks using tests linked to TAAS essential skills.	In a 1989–94 study in Texas's Yselta School District concluded: • CIRC students scored significantly higher on the TAAS writing scale than nonparticipants. • Four times as many BCIRC students met the district's third-grade exit criterion in reading in English as comparison students. Twice as many students met this criterion on the district's language exam.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Bridging Cultures Project WestEd 500 12th St., Suite 340 Oakland, CA 94607 **Tel.:** (510) 302-4264 **Fax:** (510) 302-4269 **E-mail:** etrumbu@wested.org **Web:** www.wested.org/lcd/bridging.htm **Contact:** Elise Trumbull, Senior Research Associate **Grades served:** K-5	In 1999–2000: • Six southern California public schools with large Hispanic populations participated.	• The U.S. Department of Education's Office for Educational Research and Improvement (OERI) funds the Bridging Cultures Project.	• The Bridging Cultures Project helps elementary teachers to become better informed about Hispanic culture and thus better able to serve Hispanic students and families. • This professional development program focuses on the difference between individualism, often found in the American public education system, and the collectivist beliefs of many immigrant cultures.	• Teachers have passed on cultural lessons and insights to other teachers both inside and outside their schools through workshops, conference presentations, and courses for intern teachers. • Professional development materials include success stories and strategies from teachers who work with Hispanic students. • In Bridging Cultures classrooms, parents' participation has increased, as has students' rate of homework completion.

PROGRAM NAME

Calexico Unified School District

901 Andrade Ave.
Calexico, CA 92231

Tel.: (760) 768-3888 ext. 3012

Fax: (760) 357-0842

E-mail: epalacio@calexico.k12.ca.us

Web: www.calexico.k12.ca.us

Contact: Emily Palacio, Deputy Superintendent of Instructional Services

Grades served: K-12

DEMOGRAPHICS

In 1999–2000:

- Number of students served: 7,400
- Racial/ethnic breakdown: 98 percent Hispanic, 2 percent other
- English-language learners: 80 percent
- Free/reduced-price lunch: 100 percent
- Children of migrants: 30 percent

FEDERAL FUNDING

- All schools in Calexico Unified School District receive Title I funding. The two junior high schools receive Title VII funding.
- Calexico uses Title I funding to coordinate staff development in mathematics and reading. Title I also helps purchase commercial software packages that teach literacy and mathematics.

KEY FEATURES

- The district requires each student to complete two years of Spanish and hold a GPA of at least 2.0 to graduate from high school.
- The district created a series of quarterly district-level tests to use as benchmarks for student progress on the SAT-9.
- Calexico requires parents of children in kindergarten and in grades 6 and 9 to attend parent training workshops.
- The district requires students most at risk of retention to attend summer school.
- Calexico uses a multimedia computer program to help parents and students work together to prepare for children's higher education and careers.

EVIDENCE OF SUCCESS

- Between 1998 and 1999, the number of students scoring above the 50th percentile on the SAT-9 increased or remained consistent for grades 2, 3, 6, and 9 in all subjects tested. Score increases ranged from 1 to 19 percentage points.
- In 1999, on the SAT-9, more Calexico Unified School District ELLs scored above the 50th percentile than did students statewide in reading (grades 9, 10, and 11), language (grades 2 and 9), mathematics (grade 9), science (grade 9), and spelling (grades 6 and 8).
- In 1997, 69 percent of Calexico students went on to community colleges and four-year institutions.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
College Summit P.O. Box 9966 Washington, DC 20016 **Tel.:** (202) 265-7707 **Fax:** (202) 265-7525 **E-mail:** jbschramm@collegesummit.org **Web:** www.collegesummit.org **Contact:** Jacob Schramm, Executive Director	In 1999: • Number of students served: 380 in six states • Racial/ethnic breakdown: Approximately 48 percent African American, 35 percent Hispanic, 10 percent Native American, 5 percent white, and 2 percent Asian • All participants are from low-income families.	• College Summit works with students who attend low-income schools, many of which receive federal funds.	• Students develop the skills they need to gain admission to colleges. • Students attend intensive workshops on college campuses, leaving with sample college and financial aid applications, personal statements, lists of recommended colleges, and plans to follow through on applying to college. • Trained school, agency, and corporate volunteers mentor participants weekly to help them complete the college application process.	Of the 1,000 students served since 1993: • 80 percent gained acceptance to a postsecondary school and 79 percent enrolled. • Students' retention rate in college is 80 percent.
Computerized Adaptive Testing (CAT) Project/Integrating Technology into Migrant Education (InTIME) Project 15115 SW Sequoia Pkwy., Suite 200 Portland, OR 97224 **Tel.:** (503) 624-1951 **Fax:** (503) 639-7873 **E-mail:** holly@nwea.org **Web:** www.intime.k12.or.us **Contact:** Holly Rasche, CAT Client Services **Grades served:** 3-10	In 1999-2000: • Number of students served: 1,000 • Racial/ethnic breakdown: The vast majority are Hispanic. • English-language learners: A large majority, all of whom speak Spanish as their primary language. • Emphasis on children of migrants	• The project is supported by $3 million in Title I Part C funding from 1997 to 2002.	• The project is a collaborative effort of the Oregon Department of Education and institutions of higher education, school districts, the media, and education research groups. • The InTIME project develops pre- and post-assessments to help place migrant students. The CAT project matches the student to the assessment by calibrating the difficulty of the assessments to the student's achievement level.	• The InTIME assessment is currently being field-tested.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Coral Way Elementary School 1950 Southwest 13th Ave. Miami, FL 33145 **Tel.:** (305) 854-0515 **Fax:** (305) 285-9632 **E-mail:** mvega@cwes.dade.k12.fl.us **Web:** www.dcps.dade.k12.fl.us/coralway **Contact:** Migdania Vega, Principal **Grades served:** pre-K–5	In 1998–1999: • Number of students served: 1,375 • Racial/ethnic breakdown: 89 percent Hispanic, 8 percent white, 3 percent other • English language learners: 25 percent, of whom 99 percent speak Spanish • Free/reduced-price lunch: 71 percent	• Coral Way is a Title I schoolwide program. • Title I supports small-group instruction and low student-teacher ratios as well as a parent coordinator.	• This dual-immersion elementary school works "to help students become bilingual, biliterate, and bicultural." All students receive 60 percent of instruction in English and 40 percent of instruction in Spanish. ELLs receive additional support for learning in English. • The school implements E.D. Hirsch's CORE knowledge curriculum in both English and Spanish. • Coral Way's curriculum aligns with district and state standards.	In 1998–1999: • At Coral Way, 95 percent of students read at grade level by second grade. In 1999: • On the Florida Comprehensive Assessment Test, students scored six points above the state average in fifth-grade mathematics and four points above the state average on fourth-grade reading. Students also scored above the county average on the fourth-grade Florida Writes assessment.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Corpus Christi Independent School District (CCISD) P.O. Box 110 Corpus Christi, TX 78043 **Tel.:** (361) 886-9023 **Fax:** (361) 886-9013 **E-mail:** ARGarza@corpus-christi.k12.tx.us **Contact:** Rosaena Garza, Director for Academics **Grades served:** preK-12	In 1998–1999: • Number of students served: 39,844 • Racial/ethnic breakdown: 69 percent Hispanic, 24 percent white, 6 percent African American, 1 percent other • English-language learners: 10 percent • Free/reduced-price lunch: 53 percent	• Title I funding supports Corpus Christi's standards-based reforms. Title I funds extensive professional development on standards and accountability, an extended-day program, a summer school program, and a Saturday language arts enrichment program.	• The district sponsors two intensive summer school programs for students who have failed to meet the standards for promotion to the next grade. • Students work on the specific objectives they have not achieved; upon achieving the standards, students earn promotion and may stop attending the summer sessions. • Corpus Christi ISD has developed the New World Standards, aligned with Texas state standards and assessments. All curriculum and instruction are based on these standards.	From 1994 to 1999: • CCISD students' passing rates on TAAS increased by 25 percent. • Hispanic students' passing rates on TAAS increased by 28 percent, while the passing rate for economically disadvantaged students increased by 30 percent.
Dysart Unified School District Migrant Preschool Program Dysart Unified School District Academic Support Services 11405 N. Dysart Rd. El Mirage, AZ 85335 **Tel.:** (623) 876-7012 **Fax:** (623) 876-7019 **Contact:** Yolanda Yolibarria, Coordinator of the Migrant Program **Grades served:** preK and K	In 1999–2000: • Number of students served: 80 • Children of migrants: 100 percent	• Title I Migrant Education funds support the program.	• Through training programs and educational opportunities that focus on child development and parenting skills offered by the Dysart district, migrant parents become peer mentors, kindergarten paraprofessionals, and parent trainers.	• Anecdotal evidence indicates that students who participate in the preschool program enter first grade far better prepared than their peers who have not participated in the program. • More than 60 parents have attended classes at a local community college. • Ten participants have obtained Child Development Associate certification.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
The El Paso Collaborative for Academic Excellence UTEP Education #413 500 West University El Paso, TX 79968-0683 **Tel.:** (915) 747-5778 **Fax:** (915) 747-5144 **Web:** www.epcae.org **Contact:** Joanne Bogart, Dissemination and Policy Director	In 1997: • Number of students served: 134,000 • Racial/ethnic breakdown: 82 percent of students in the three largest districts were Hispanic. • Other districts in El Paso served populations that were more than 95 percent Hispanic. • About 43 percent of children in El Paso lived in poverty.	• The Collaborative is funded in part by the U.S. Department of Education. • The Collaborative administers the National Science Foundation's Urban Systemic Program grant to El Paso. • Other Collaborative funding comes from private foundations as well as local K-12 and higher education.	• The Collaborative, based at the University of Texas at El Paso (UTEP), works with civic, education (both K-12 and higher education), and business leaders to improve the city's educational system. • The Collaborative's three main goals are promoting students' K-16 academic success, ensuring that all students who graduate from area high schools are prepared for college, and narrowing the achievement gap. • All of the Collaborative's efforts are based on a citywide set of academic standards that encompass state and national standards. • The Collaborative helps schools and systems to improve student achievement, in part, by collecting and using data appropriately.	In 1998–1999: • 82 percent of El Paso Hispanic students passed the TAAS mathematics test, and 84 percent passed the reading test. • The number of all students passing all portions of the TAAS mathematics test in grades 3-8 and grade 10 doubled since 1993. • The percentage of ninth-graders enrolled in Algebra I rose to 100 percent, compared with only 62 percent in 1993. • The number of freshmen entering UTEP who test into remedial mathematics classes decreased by 25 percent since 1993. • The Collaborative has developed a CSRD-approved reading and writing model, Literacy in Action.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
El Puente Arts and Cultural Center El Puente Academy for Peace and Justice 211 S. 4th Street Brooklyn, NY 11211 **Tel.:** (718) 387-0404 **Fax:** (718) 387-6816 **Contact:** Sonia Bu, Deputy Director for El Puente Programs **Ages served:** 12-21	In 1999–2000: • Number of students served: 230 • The program largely serves high-poverty youth.	• The program operates at a Title I-funded high school.	• Through the after-school program, students receive academic tutoring and participate in a wide range of Latino-oriented art and literature courses. • Regular-school-day teachers and after-school staff collaborate to ensure student success.	In 1998–1999: • 100 percent of El Puente Academy graduates were accepted into colleges. • All Academy students who took the New York State Regents' Examinations in English and mathematics passed the exams.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
ESTRELLA (Encouraging Students Through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement) 28 E. Jackson Blvd Suite 1600 Chicago, IL 60604 **Tel.:** (312) 663-1522 ext. 233 **Fax:** (312) 663-1994 **E-mail:** brenda_pessin@msn.com **Web:** www.estrella.org **Contact:** Brenda Pessin, Project Director, Illinois Migrant Council **Grades served:** 8-12	In 1999–2000: • Number of students served: about 50 • Racial/ethnic breakdown nationwide: 100 percent Hispanic • Many students are ELLs, but all have at least a functional understanding of English. • Free/reduced-price lunch: 85 percent	• The Migrant Education Program (MEP) funds ESTRELLA at $400,000 per year from 1997 to 2002.	• ESTRELLA is a collaborative effort among Illinois, Montana, New York, and Texas educators. • Participants use laptop computers to complete coursework toward graduation requirements. Classes are provided through NovaNET, an online academic network. Students also receive online and face-to-face academic support. • ESTRELLA uses New Generation System technology to identify students who migrate among participating communities. • The program develops a student profile of demographic and academic information for each participant. Guidance counselors use the profile to recommend coursework supports for students.	In 1998: • ESTRELLA students completed 41 percent of their courses through the project. • One student passed TAAS tests in reading, writing, and mathematics.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Florida's Online Curriculum Planning Tool (CPT) 444 FEC Department of Education Tallahassee, FL 32399 **Tel.:** (850) 488-1701 **Fax:** (850) 922-0028 **E-mail:** currsvcs@mail.doe.state.fl.us **Web:** www.firn.edu/doe/curric/prek12/ecpt.htm **Contact:** Martha Green, Program Director of Curriculum and Development **Grades served:** K-12	In 1999–2000: • Number of students served: about 2.4 million statewide • Racial/ethnic breakdown statewide: 53 percent white, 25 percent African American, 19 percent Hispanic, 2 percent Asian/Pacific Islander, 1 percent Native American or multiethnic • English-language learners: 7 percent • Free/reduced-price lunch: 43 percent	• Goals 2000 funding supports the CPT.	• The CPT enables teachers to access and share classroom activities that are aligned with the Sunshine State Standards and Florida's Comprehensive Achievement Test (FCAT). • Each activity in the CPT consists of a lesson plan and classroom assessment that are identified by benchmarks derived directly from the state standards.	• Teacher development centers report numerous requests for in-service training on the curriculum planning tool.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
H.D. Hilley Elementary School 693 North Rio Vista Rd. El Paso, TX 79927 **Tel.:** (915) 860-3770 **Fax:** (915) 860-3778 **E-mail:** Magaguilar@socorro.k12.tx.us **Web:** www.sisd.net/schools/hdhilley/index.html **Contact:** Magdalena Aguilar, Principal **Grades served:** preK-5	In 1999–2000: • Number of students served: 766 • Racial/ethnic breakdown: 99 percent Hispanic, 1 percent other • English-language learners: 24 percent, of whom all are Spanish-speakers (1997–98) • Free/reduced-price lunch: 90 percent	• Hilley is a Title I schoolwide program. • Title I funds support a literacy specialist, a literacy lab, a literature-based, reading-mentoring program, and a fine arts program.	• To keep standards high for all students, teachers at H.D. Hilley Elementary School use the same curriculum for both ELLs and students who are fluent in English. • Teachers meet by subject area (vertical teams) and by grade level (horizontal teams) to align curriculum within the school and with state standards. • Results on statewide tests and practice tests guide better instructional strategies, identify at-risk students, and set the school's yearly standards-based goals. • Hilley encourages teachers whose students excel on TAAS to share their teaching strategies with teachers of lower-performing students.	• Each year from 1995 through 1998, Hilley was awarded "Recognized" status by the Texas Education Agency on the bases of its TAAS scores and its attendance record. • Between 1995 and 1998, students' scores on the reading section of the TAAS increased by 30 percentage points. • Between 1995 and 1997, students' scores on the mathematics section of TAAS increased by 18 percentage points.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Hueco Elementary School 300 Old Hueco Tanks Rd. El Paso, TX 79927 **Tel.:** (915) 872-2850 **Fax:** (915) 860-1125 **Web:** www.socorro.k12.tx.us **Contact:** Isela Espino, Volunteer Coordinator **Grades served:** preK-5	In 1999–2000: • Number of students served: 620 • Racial/ethnic breakdown: 99 percent Hispanic, 1 percent other • English-language learners: 68 percent • Free/reduced-price lunch: 85 percent	• Hueco Elementary receives both Title I and Title VII funding. • Title I and Title VII funds are used to support parental involvement.	• Hueco implements Success For All. • Hueco teachers receive release time to visit their students' families. • Hueco offers bilingual parent workshops, parenting classes, ESL classes, and a computer course. • Hueco families participate in the Super Readers program, which provides incentives for parents to read regularly to their children.	• Between 1996 and 1999, the student-passing rate on TAAS increased from 60 percent to 81 percent. • In 1998–1999, the student attendance rate was 96 percent.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Francis Scott Key Elementary School 2300 Key Blvd. Arlington, VA 22201 **Tel.:** (703) 228-4210 **Fax:** (703) 524-2236 **E-mail:** mlmyers@Arlington.k12.va.us **Web:** www.arlington.k12.va.us/schools/key **Contact:** Marjorie Myers, Principal **Grades served:** K-5	In 1998–1999: • Number of students served: 575 • Racial/ethnic breakdown: 59 percent Hispanic, 33 percent white, 7 percent African American, less than 1 percent Asian American • English-language learners: 46 percent, most of whom speak Spanish • Free/reduced-price lunch: 50 percent	• Title I supports the salaries of 1.5 Key School teachers.	• English- and Spanish-speaking children learn a second language through content instruction and everyday communication in the school's Spanish partial immersion program. Students learn social studies and language arts in English, and mathematics and science in Spanish. Students are also taught art, music, and physical education in English. • The school's curriculum is aligned in both Spanish and English with Virginia's Standards of Learning (SOLs).	In 1998–1999: • The Key School met state expectations for student performance on Virginia's SOL test, a distinction earned by only 7 percent of schools statewide. Among Key's Hispanic fifth-graders: • 95 percent who had been in ESL classes passed the state's tests in writing and science. • 100 percent passed the state's test in technology. • 77 percent passed the state test in mathematics, and 67 percent passed it in English and history. Among Key third-graders: • 75 percent passed all the state's tests in English, mathematics, and history.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Latino and Language Minority Teacher Project (LLMTP) University of Southern California Rossier School of Education WPH, Rm. 402 Los Angeles, CA 90089-0031 **Tel.:** (213) 740-2360 **Fax:** (213) 740-3671 **E-mail:** rbaca@rcf.usc.edu **Web:** www.rcf.usc.edu/~CMMR/LTP.html **Contacts:** Reynaldo R. Baca, Director Carolina Castillo, Administrative Coordinator	• Participants in the LLMTP serve schools in five districts with high concentrations of Latino ELL students.	• The four universities participating in the LLMTP—the University of Southern California (USC), California State University (CSU) at Dominguez Hills, CSU at Los Angeles, and Loyola Marymount University—use Title VII funds to support the LLMTP. In addition, LLMTP participants at the CSU campuses are encouraged to apply for individual Title VII grants.	• The LLMTP recruits and trains paraeducators to increase ELL student achievement. • The LLMTP offers a career ladder for bilingual Latino paraeducators currently in bilingual teacher preparation programs. • The LLMTP board has representatives from the Los Angeles County Office of Education, participating school districts, USC, the two CSU campuses, Loyola Marymount University, and the local teacher aides' union (SEIU). • The program offers a financial stipend, supports participant cohorts and social gatherings for families, leads test-preparation workshops, and creates a network of professional support.	Between 1993 and 2000: • More than 40 percent of participants earned teaching certificates. • Virtually all participants progressed as expected toward certificate goals. • Nearly all participants who were enrolled in community college classes matriculated to four-year colleges or universities.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Lennox Middle School 11033 Buford Ave. Lennox, CA 90304 **Tel.:** (310) 330-4910 **Fax:** (310) 677-4635 **E-mail:** darian_gotti@lennox.k12.ca.us **Web:** www.lennox.k12.ca.us **Contact:** Darian Gotti, Assistant Principal **Grades served:** 6-8	In 1999–2000: • Number of students served: 1,912 • Racial/ethnic breakdown: 94 percent Hispanic, 4 percent African American, 2 percent other • English-language learners: 68 percent, almost all of whom speak Spanish • Free/reduced-price lunch: 96 percent	• Lennox is a Title I schoolwide program. • Title I funding supports guidance counselors and resource teachers. • Title I supports staff development tied to district standards.	• Teams of three to five teachers work with groups of 90 to 130 students to integrate curriculum across subject areas. Curriculum emphasizes reading, focusing on motivational literature for Hispanic students. • Each team consists of a math/science teacher, a language-arts teacher, a physical education teacher, an exploratory teacher, and occasionally a special education teacher. Weekly department meetings allow teachers to plan curriculum and look over any recent state or district assessment data. • Curriculum is aligned to state standards. The district also created aligned language arts/writing and mathematics standards and assessments. • *El Espejo*, an after-school program, links college students with the most academically at-risk students. Participants have backgrounds similar to those of their college mentors.	Between 1998 and 1999: • On average, all Lennox students' scores on the reading, language, mathematics, and spelling SAT-9 tests increased or remained constant. • English-language learners in grades 6, 7, and 8 increased or maintained their SAT-9 reading scores. • The number of students scoring at or above the 50th percentile on the SAT-9 reading, mathematics, language, and spelling tests either stayed the same or increased for all grades.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Liberty High School 250 W. 18th St. New York, NY 10011 **Tel.:** (212) 691-0934 **Fax:** (212) 727-1369 **E-mail:** bmrj123@aol.com **Contact:** Bruce Schnur, Principal **Ages served:** 15-20	In 1999-2000: • Number of students served: 525 • Racial/ethnic breakdown: 41 percent Asian/Middle Eastern, 31 percent Hispanic, 14 percent Polish, 11 percent African American/French • English-language learners: 100 percent, 33 percent of whom are Spanish-speakers • Free/reduced-price lunch: 100 percent	• Liberty High School, a Title I schoolwide program, received a five-year Title VII grant in 1995.	• Liberty High School, a newcomer school, teaches new immigrants English and other skills they need to succeed in American schools and society. • Through the school's transitional bilingual education programs, Hispanic ELL students receive lessons in English and Spanish and/or sheltered instruction. • The school's ESL curriculum is aligned with the content standards of New York State and New York City. • Results from teacher-developed assessments, which are aligned with state and local standards, help place students and gauge their success. • Liberty's guidance counselors meet three times a semester with each student.	In 1998–1999: • Students at all levels showed significant and sizable gains, as measured on pre- and post-tests in ESL and mathematics knowledge each semester. • 90 percent of the students taking New York State Regents' examinations in mathematics passed.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Los Angeles Unified School District (LAUSD)/Local 99 Paraprofessional Career Ladder SEIU Local 99 2724 W. 8th St. Los Angeles, CA 90005 **Tel.:** (213) 387-8393 **Fax:** (213) 388-4707 **E-mail:** local99@slash.net **Web:** www.seiulocal99.org **Contacts:** Tom Newberry, Chief of Local Operations, Local 99 Steve Brandick Program Director, LAUSD (213) 625-4571	Since the program's inception in 1994: • Number of paraeducators served: more than 5,000 annually • Racial/ethnic breakdown: Almost 85 percent of participants who completed the certification process are minorities. • 65 percent of participants who complete the certification process are bilingual.	• Paraeducators who earn their certification continue on to teach in LAUSD schools, many of which are high-poverty and receive Title I or Title VII funding, or both.	• The LAUSD collaborates with the local teachers' union and local campuses of California State University. • Candidates complete a five-stage certification process. Each stage is aligned with California standards for the teaching profession. • Participants may enroll in any accredited college or university in the Los Angeles area and take classes that qualify them to teach in elementary or secondary schools. • The program is available to all Los Angeles paraeducators. • Participants also receive educational counseling and training in test-taking skills, and can qualify for partial tuition reimbursement through the Career Ladder program.	• In total, 1,400 paraeducators have completed this program to become LAUSD classroom teachers. • 95 percent of Career Ladder participants hired as teachers are still teaching in the LAUSD.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Thurgood Marshall Middle School 3900 North Lawndale Ave. Chicago, IL 60618 **Tel.:** (773) 534-5200 **Fax:** (773) 534-5292 **Web:** www.webdata.cps.k12.il.us **Contact:** Jose Barillas, Principal **Grades served:** 7-8	In 1997–1998: • Number of students served: 680 • Racial/ethnic breakdown: 70 percent Hispanic, 17 percent white, 4 percent African American, 7 percent Asian American, and 2 percent Native American • English-language learners: 24 percent • Free/reduced-price lunch: 90 percent	• Marshall is a Title I schoolwide program.	• An annual faculty survey helps determine priorities for professional development activities throughout the school year. • In 1998–99, Marshall focused its professional development efforts on incorporating an inclusion model, teaching students with diverse ability levels, and integrating technology into the curriculum. • The principal requires every teacher to attend at least one middle-school conference per year. • Marshall provides a half-day for professional development each month for planning, department meetings, workshops, and developing the school improvement plan. • The school forms grade-level teams, where teachers follow students from grade to grade to create a more personalized learning environment.	From 1995 to 1999: • The percentage of Marshall eighth-graders scoring above the national norm in reading on the Iowa Tests of Basic Skills increased from 26 percent to 48 percent. • The percentage of eighth-graders scoring above the national norm in mathematics on the Iowa Test of Basic Skills increased from 18 percent to 54 percent.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Miami-Dade County Migrant Education Program (MEP) Miami-Dade County Public Schools 311 N.E. 8th St Suite 106 Homestead, FL 33030 **Tel.:** (305) 248-1650 **Fax:** (305) 248-7115 **Contact:** Cipriano Garza, Director **Grades served:** preK–16	In 1999–2000: • Number of students served: approximately 3,500 • Racial/ethnic breakdown: almost 100 percent Hispanic • Free/reduced-price lunch: 100 percent	• The Title I Migrant Education program supports the administration and implementation of the Migrant Achievement Resource program for elementary school students (MAR), the Migrant Academic Planning and Awareness program for middle and high school students (MAPA), a mini-corps program for grades 6-12 and postsecondary students, parent meetings and workshops, summer programs, and staff development opportunities.	• Through MAR and MAPA, MEP staff tutor migrant students on reading and writing objectives aligned with district and state standards. • Through the Migrant Education Consortium for Higher Achievement (MECHA), migrant students are provided with WebTV so they can continue their education online under the guidance of a teacher. • An extended-time summer program offers migrant students the opportunity to work on reaching standards in reading and mathematics and to earn course credits.	• Since the start of the Miami-Dade County MEP in 1962, the dropout rate for migrant students in the district has decreased from 90 percent to less than 5 percent in 1999. • 81 percent of K-5 students who received at least 40 hours of supplemental instruction in 1997–98 through MEP mastered 80 percent or more of the language arts/reading objectives assigned by their classroom teachers, and 90 percent mastered at least 80 percent of their mathematics objectives.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Montview Elementary School 2055 Moline St. Aurora, CO 80010 **Tel.:** (303) 364-8549 **Fax:** (303) 326-1232 **E-mail:** Debbieb@Montview.aps.k12.co.us **Contact:** Debbie Backus, Principal **Grades served:** K-5	In 1998–1999: • Number of students served: 730 • Racial/ethnic breakdown: 60 percent Hispanic, 22 percent African American, 18 percent white • English-language learners: 50 percent, most of whom speak Spanish • Free/reduced-price lunch: 87 percent	• Montview Elementary is a Title I schoolwide program.	• Through the administration of state and district standardized tests, school-developed mathematics and writing assessments, and teacher-designed formative assessment, administrators and teachers assess and plan to meet students' academic needs. • Teachers discuss results from ongoing assessments and use the data to inform instruction. • Master teachers coach all staff to increase their instructional expertise.	• Between 1998 and 1999, the percent of Hispanic students scoring "partially proficient" on the Colorado Student Assessment Program (CSAP) rose 10 or more percentage points. In 1999: • 21 percent of Montview students scored "proficient" or above on the fourth-grade reading CSAP, and 34 percent scored in this category on the third-grade reading CSAP. • 80 percent of students advanced a year or more in achievement in reading, writing, and mathematics, as measured by the district's Bodies of Evidence assessment.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Moreno Junior High School 1202 Kloke Rd. Calexico, CA 92231 **Tel.:** (760) 768-3980 ext. 3012 **Fax:** (760) 357-0842 **E-mail:** epalacio@calexico.k12.ca.us **Web:** www.calexico.k12.ca.us **Contact:** Emily Palacio, Deputy Superintendent of Instructional Services **Grades served:** 7-9	In 1999: • Number of students served: 842 • Racial/ethnic breakdown: 98 percent Hispanic • English-language learners: 72 percent, almost all of whom speak Spanish • Free/reduced-price lunch: 60 percent	• Moreno is a Title I schoolwide program. • Title VII funding supports a variety of activities, including parent training, and professional development on two bilingual teaching models. Title VII supports Project WRITE, a commercial language acquisition program. Title VII also supports an outreach center for parents of middle-school children.	• Moreno created student achievement teams consisting of about 130 children each, matched with five or six teachers and an administrator or counselor. These teams allow teachers to closely track students who need extra help. • Moreno holds individual conferences with students who earn two or more F's. The student is joined by a parent, all of his or her teachers, and an administrator. • Moreno uses Accelerated Reader. • Moreno holds parent training sessions, predominantly in Spanish, to improve collaboration among parents, teachers, and the school.	In 1999: • The number of ELLs in eighth grade who scored at or above the 50th percentile on the spelling SAT-9 was 3 percentage points above the state average for ELLs. In ninth grade, the number of ELLs scoring above the 50th percentile on the SAT-9 was 3 percentage points above the state average in math, 4 percentage points above the state average in language and reading, and 5 percentage points above the state average in science. Between 1998 and 1999: • Moreno students' reading scores on the SAT-9 increased by 8 percent. • Office referrals for disciplinary problems decreased by 70 percent.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Project IGNITE (Identifying Gifted LEP Students In and Through ESOL) East Baton Rouge Parish Schools 6550 Seven Oaks Dr. Baton Rouge, LA 70806 **Tel.:** 1-88-TO-GIFTED **Fax:** (225) 201-1607 **E-mail:** nilda@kreative-kids.com **Contact:** Nilda Aguirre, Director	In 1999–2000: • Number of students served: 67 • Racial/ethnic breakdown: 55 percent Southeast Asian, 16 percent Asian, 15 percent Hispanic, 8 percent Eastern European, and 2 percent African • English-language learners: 100 percent • Free/reduced-price lunch: 100 percent	• Project IGNITE received a Title VII grant of $279,000 for 1999–2001.	• Project IGNITE offers ELLs a "pregifted program" as a stepping-stone to the district's gifted and talented education. • Students are identified through multiple measures, including some that are not language dependent. • Identified students participate in three hours of Project Ignite each week during the regular school day for up to two years. • Curriculum, based on the successful Project GOTCHA, is aligned with Louisiana standards and TESOL standards. It uses a multicultural, thematic approach that meshes language objectives and ELL teaching strategies with authentic, content-based critical thinking tasks. • Project IGNITE teachers receive special training, as do all teachers in the school.	• In 1999–2000, the first year of Project IGNITE in Louisiana, of the 67 students served in East Baton Rouge, five have so far entered the regular district gifted program, and many more are expected to follow next year. • Data from Project GLITTER (a similar, longer-running program) indicate that participating students increased their scores on the SAT-9 by nearly 5 percent between 1997 and 1999, while scores of nonparticipating students in a comparison group decreased by nearly 3 percent. • Project IGNITE is modeled on the former Project GOTCHA, a long-running Title VII program identified as an Academic Excellence Program by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA). • Three districts in Florida have also received Title VII grants to implement Project GOTCHA-based programs.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
The Puente Project University of California 300 Lakeside Dr., 7th Fl. Oakland, CA 94612 **Tel.:** (510) 987-9548 **Fax:** (510) 834-0737 **E-mail:** patricia.mcgrath@ucop.edu or felix.galaviz@ucop.edu **Web:** www.puente.net **Contact:** Patricia McGrath and Felix Galaviz, Co-Directors **Grades served:** 9-12	In 1999–2000: • Number of students served: 2,610 in 32 high schools • Racial/ethnic breakdown: approximately 95 percent Hispanic • Free/reduced-price lunch: In 1997–98, more than 50 percent of students in about one-third of Puente schools received free or reduced-priced lunches.		• The Puente Project increases the number of Hispanic students who attend four-year colleges, earn degrees, and return to the community as leaders. • The three major program components are English, counseling, and mentoring. • Puente teachers are selected from a school's current English teachers and teach a core class of Puente students in the ninth and tenth grades. • Puente selects guidance counselors at the school to meet with Puente students throughout high school. • All students participate in Puente's statewide writing portfolio assessment. • Students are paired with a mentor in the ninth and tenth grades. • Community mentor liaisons, Puente teachers, and counselors undergo extensive training at the Puente Summer Institute and throughout the year.	In 1998: • 43 percent of Puente students attended four-year colleges, compared with 24 percent for non-Puente students. An additional 41 percent of Puente students attend California community colleges. • Puente students took the SAT at a higher rate than non-Puente students: 68 percent vs. 54 percent. • 32 percent of Puente students took the ACT, compared with 13 percent for non-Puente students.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Rio Grande High School 2300 Arenal Rd. SW Albuquerque, NM 87105 **Tel.:** (505) 873-0220 ext. 223 **Fax:** (505) 873-8523 **E-mail:** rghsravens@yahoo.com **Web:** www.rghs.aps.edu **Contact:** Carlos Chavez, Bilingual Program Director **Grades served:** 9-12	In 1998–1999: • Number of students served: 2,177 • Racial/ethnic breakdown: 85 percent Hispanic, 9 percent white, 4 percent American Indian, 2 percent other • English-language learners: 69 percent, almost all of whom speak Spanish • Free/reduced-price lunch: 54 percent	• Title VII funds support the salary of the home-school liaison person and the bilingual seal program.	• Rio Grande High School offers four levels of content-based ESL classes. • The school offers classes to improve students' Spanish literacy skills. • A commercial English-language test, the Language Assessment Scales, identifies when students are ready to advance to another level. • The home-school liaison person meets with parents, visits homes, and refers families to social and health care service agencies. • Rio Grande is one of two high schools in the country that offers the bilingual seal. The seal demonstrates that students have mastered advanced high school requirements in both English and Spanish.	• In 1999, 40 students graduated from the bilingual program, 10 more than the year before. • In 1998–99, 60 percent of Rio Grande graduates enrolled in two- or four-year colleges immediately after graduation. • Scores on the Gates-MacGintie Reading Test between 1995 and 1998 show that ELL students' reading skills improved as they moved through grades 9-12. • An external evaluation found that Rio Grande's Title VII program contributes to systemic education improvement schoolwide. • In 1999, 40 students received the bilingual seal on their diplomas, up from 30 students in both 1997 and 1998.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Roan Elementary School Dalton Public Schools P.O. Box 1408 Dalton, GA 30722-1408 **Tel.:** (706) 271-2621 **Fax:** (706) 226-4583 **E-mail:** Sevans@www.dalton.k12.ga.us **Web:** www.dalton.k12.ga.us **Contact:** Sheila Evans, Assistant Superintendent for Curriculum and Instruction **Grades served:** pre-K-2	In 1998–1999: • Number of students served: 743 • Racial/ethnic breakdown: 74 percent Hispanic, 10 percent white, 13 percent African American, and 3 percent multiracial • English-language learners: 25 percent • Free/reduced-price lunch: 81 percent	• Roan Elementary School is a Title I schoolwide program. • Dalton Public Schools received a systemwide Title VII grant.	• Roan students receive at least three hours per day of reading instruction. • Roan uses Direct Instruction, a highly structured, phonics-based program that emphasizes decoding skills and mastery of material, as well as language development and comprehension skills. • Teachers assess students continuously and students proceed at their own pace. • ELLs participate in Roan's regular reading program and, depending on their individual needs, also receive assistance from the school's ESL teachers. • Dalton has implemented a systemwide elementary Spanish foreign-language program for all students. • Roan has actively recruited bilingual personnel who are certified teachers.	• In May 2000, 87 percent of Roan first-graders read at or above grade level in English. • Of the 61 kindergartners who attended Roan's preK program and participated in Direct Instruction, 85 percent read at or above grade level.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
School District of Philadelphia Board of Education 21st Street S. and the Pkwy. Philadelphia, PA 19103 **Tel.:** (215) 299-7791 **Fax:** (215) 299-7792 **E-mail:** mramirez@phila.k12.pa.us **Web:** www.phila.k12.pa.us **Contact:** Mary Ramirez, Director of the Office of Language Equity Issues **Grades served:** K-12	In 1999-2000: • Number of students served: 215,000 • Racial/ethnic breakdown: 63 percent African American, 20 percent white, 12 percent Hispanic, 5 percent Asian • English-language learners: 10 percent • Free/reduced-price lunch: 81 percent	• The district uses Title I and Title VII funds for professional development activities, including bilingual curriculum frameworks training, literacy workshops, and assessment training. Funds also support bilingual technical assistance and central office staff.	• The School District of Philadelphia has adopted a new standards-based program that emphasizes students' higher-order thinking skills. • ELL students receive accommodations on tests to ensure that their performance reflects their knowledge of content areas rather than their knowledge of English. • The district assesses Spanish-speakers with *Aprenda*, the Spanish-language version of the SAT-9.	• In 1999, testing accommodations made it possible for 82 percent of ELL students to take the district's assessment, compared with 56 percent in 1996. • The number of ELL students scoring at or above the basic proficiency level on the *Aprenda* increased from 19 percent in 1996 to 34 percent in 1999.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Science, Technology, Engineering, and Mathematics Institute (STEM) George Washington University 707 22nd St. NW, Rm. 105 Washington, DC 20052 **Tel.:** (202) 994-6529 **Fax:** (202) 994-2459 **E-mail:** cahsee@seas.gwu.edu **Web:** www.cahsee.org **Contact:** Charles Vela, Executive Director **Grades served:** 7–11	In 1998–1999: • Number of students served: 250 • Racial/ethnic breakdown: 67 percent Hispanic, 26 percent African American, 6 percent Asian, 1 percent other	• Many STEM students attend high-poverty schools that receive federal program funds. • STEM receives funding from NASA and various foundations.	• STEM works to increase the number of Hispanic high school students pursuing engineering and mathematics in college and for a career. • Students attend an intensive five-week summer instructional program. • Classes focus on mathematics and science instruction, emphasizing leadership skills and civic involvement. • Students receive individualized tutoring in addition to six hours of classroom instruction. • George Washington University donates office and classroom space to STEM.	• All eligible STEM participants have graduated from high school and have achieved, on average, a GPA of 3.4 on a 4.0 scale. • 45 percent of STEM students score over 1200 on the SATs. • 70 percent of STEM students major in science or engineering in college—and 70 percent of these students enroll in a graduate school program within two years of finishing college.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
Success For All (SFA)/ Éxito Para Todos Success For All Foundation 200 Towsontown Blvd. Baltimore, MD 21204 **Tel.:** (410) 516-8896 (800) 548-4998 **Fax:** (410) 516-0543 **Web:** www.successforall.net	• 1,500 schools nationwide implement SFA/Éxito Para Todos • 300 of those schools implement ESL or bilingual or two-way immersion programs • Most SFA schools serve high-poverty populations	• SFA schools often use Title I funds, as well as Title VII and CSRD funds, to implement the model.	• SFA/Éxito Para Todos is a pre-K-6, comprehensive, whole-school reform model. • Roots and Wings, an SFA component, offers a reading and writing curriculum in English, Spanish, and ESL. • The model offers one-on-one tutoring, family support, extensive staff development, and frequent assessment.	• Many studies have been conducted favorably comparing students in SFA/Éxito Para Todos schools with a variety of contrast schools. See **www.successforall.net** for these studies and other relevant information.

PROGRAM NAME	DEMOGRAPHICS	FEDERAL FUNDING	KEY FEATURES	EVIDENCE OF SUCCESS
TRIO Higher Education Programs U.S. Department of Education 1990 K St. NW, 7th Floor Washington, DC 20006-8510 **Tel.:** (202) 502-7600 **E-mail:** OPE_TRIO@ed.gov **Web:** www.ed.gov	• Two-thirds of the students served by TRIO programs must come from families which have incomes under $26,000 (family of four), and in which neither parent has a bachelor's degree. • About 64 percent of TRIO students are members of minority ethnic groups; about 19 percent of all TRIO students are Hispanic. • About 2,300 TRIO programs serve 720,000 students between the ages of 11 and 27.	• In FY 1999, TRIO received $600 million in federal funds under Title IV of the Higher Education Act of 1965.	• Since 1964, TRIO has helped low-income students from middle school through postbaccalaureate programs to enter and succeed in college. • TRIO encompasses eight federal programs, six of which provide competitive grant opportunities: Student Support Services, Upward Bound, Upward Bound Math/Science, Talent Search, Educational Opportunities Centers, and Ronald E. McNair Postbaccalaureate programs. • TRIO funds professional development through a training program and dissemination partnership activities.	Findings from a recent national evaluation of Upward Bound, the longest-running TRIO program, show that students participating in the program: • Expect to complete more schooling • Take 17 percent more academic coursework Compared with a control group, Hispanic TRIO students: • Earned more high school credits • Were less likely to drop out of high school • Attended four-year colleges at higher rates

Appendix B: Resources for Serving Hispanic Students and Their Families

RESEARCH ORGANIZATIONS

The following organizations have studied and reported on some of the best practices in Hispanic education. Please contact the organization for more information.

Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016
Telephone: (202) 362-0700
Fax: (202) 362-3740
Internet: http://www.cal.org

Center for Research on Education, Diversity, and Excellence (CREDE)
University of California, Santa Cruz
1156 High Street
Santa Cruz, CA 95064
Telephone: (831) 459-3500
Fax: (831) 459-3502
Internet: http://www.crede.ucsc.edu/

Center for Research on the Education of Students Placed at Risk (CRESPAR)
Center for Social Organization of Schools
Johns Hopkins University
3003 North Charles Street, Suite 200
Baltimore, MD 21218
Telephone: (410) 516-8800
Fax: (410) 516-8890
Internet: http://scov.csos.jhu.edu/crespar/CRESPAR.html

Center for the Study of Books in Spanish for Children and Adolescents
California State University, San Marcos
San Marcos, CA 92096-0001
Telephone: (760) 750-4070
Fax: (760) 750-4073
Internet: http://www.csusm.edu/campus_centers/csb/

Council of Chief State School Officers
1 Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
Telephone: (202) 408-5505
Fax: (202) 408-8072
Internet: http://www.ccsso.org

The Education Trust
1725 K Street NW, Suite 200
Washington, DC 20006
Telephone: (202) 293-1217
Fax: (202) 293-2605
Internet: http://www.edtrust.org

Inter-University Program for Latino Research
University of Notre Dame
230 McKenna Hall
Notre Dame, IN 46556
Telephone: (219) 631-9781
Fax: (219) 631-3522
Internet: http://www.nd.edu/~iuplr/

National Clearinghouse for Bilingual Education
The George Washington University
Center for the Study of Language & Education
2011 Eye Street NW, Suite 200
Washington, DC 20006
Telephone: (202) 467-0867
Fax: (800) 531-9347, (202) 467-4283
E-mail: askncbe@ncbe.gwu.edu
Internet: http://www.ncbe.gwu.edu

National Latino Research Center
California State at San Marcos
5500 Campanile Drive
San Marcos, CA 92096-0001
Telephone: (760) 750-3500
Fax: (760) 750-3510
Internet: http://www.csusm.edu/nlrc

National Research Center on English Learning and Achievement
39 University at Albany
1400 Washington Avenue
Albany, NY 12222
Telephone: (518) 442-5026
Fax: (518) 442-5933
E-mail: cela@csc.albany.edu
Internet: http://cela.albany.edu

The Tomás Rivera Policy Center
1050 North Mills
Scott Hall, Room 130
Claremont, CA 91711
Telephone: (909) 621-8897
Fax: (909) 621-8898
Internet: http://www.trpi.org

USC Center for Multilingual, Multicultural Research
University of Southern California
Rossier School of Education
Waite Phillips Hall, Suite 402
Los Angeles, CA 90089-0031
Telephone: (213) 740-2360
Fax: (213) 740-7101
E-mail: cmmr@usc.edu
Internet: http://www.usc.edu/dept/education/CMMR/
Internet resource page: http://www.usc.edu/~cmmr/BEResources.html

FEDERAL GOVERNMENT RESOURCES

The federal government offers an array of information and technical assistance to enhance the education of Hispanic students.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6510
Telephone: (202) 205-5463
Internet: http://www.ed.gov/offices/OBEMLA

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3E317
Washington, DC 20202-6135
Telephone: (202) 260-1164
Internet: http://www.ed.gov/offices/OESE/MEP

White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW, Room 5E110
Washington, DC 20202
Telephone: (202) 401-1411
Fax: (202) 401-8377
Internet: http://www.ed.gov/offices/OIIA/Hispanic

COMPREHENSIVE CENTERS

Funded under the Improving America's Schools Act (IASA) of 1994, 15 Comprehensive Centers help recipients of IASA funds improve teaching and learning for all students by encouraging high standards, high-quality professional development, and the use of effective practices based on the latest research. Hispanic students benefit from the Centers' work with states, local education agencies, tribes, schools, and other recipients of IASA funds. Comprehensive Centers give priority to high-poverty schools and districts and IASA schools implementing schoolwide improvement programs.

Comprehensive Regional Assistance Centers
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW, Suite 3W242
Washington, DC 20202-6140
Telephone: (202) 260-1816
Internet: http://www.ed.gov/EdRes/EdFed/EdTechCtrs.html

Region I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region I Comprehensive Center
New England Comprehensive Assistance Center (NECAC)
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458
Telephone: (800) 332-0226 and (617) 618-2533
Fax: (617) 965-6325
Internet: http://www.edc.org/NECAC/

Region II
New York State

Region II Comprehensive Center
New York Technical Assistance Center (NYTAC)
The Metropolitan Center for Urban Education
New York University
82 Washington Square East, Suite 72
New York, NY 10003
Telephone: (800) 469-8224 or (212) 998-5100
Fax: (212) 995-4199
Internet: http://www.nyu.edu/education/metrocenter/

Region III
Delaware, District of Columbia, Maryland, New Jersey, Ohio, Pennsylvania

Region III Comprehensive Center
The George Washington University
Center for Equity and Excellence in Education
1730 North Lynn Street, Suite 401
Arlington, VA 22209
Telephone: (703) 528-3588 and (800) 925-3223
Fax: (703) 528-5973
Internet: http://ceee.gwu.edu/

Region IV
Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Region IV Comprehensive Center
Appalachia Educational Laboratory (AEL)—Arlington
1700 North Moore Street, Suite 1275
Arlington, VA 22209
Telephone: (800) 624-9120 or (304) 347-0400
Fax: (304) 276-0266
Internet: http://www.ael.org/

Region V
Alabama, Arkansas, Georgia, Louisiana, Mississippi

Southeast Comprehensive Assistance Center (SECAC)
Southwest Educational Development Laboratory
3330 North Causeway Boulevard, Suite 430
Metairie, LA 70002-3573
Telephone: (504) 838-6861 or (800) 644-8671
Fax: (504) 831-5242
Internet: http://www.sedl.org/secac/

Region VI
Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

Region VI Comprehensive Center
Wisconsin Center for Education Research
University of Wisconsin–Madison
1025 West Johnson Street
Madison, WI 53706
Telephone: (608) 263-4220 or (888) 862-7763
Fax: (608) 263-3733
Internet: http://www.wcer.wisc.edu/ccvi/

Region VII
Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma

Region VII Comprehensive Center
University of Oklahoma
555 East Constitution Street
Norman, OK 73072-7820
Telephone: (405) 325-1729 or (800) 228-1766
Fax: (405) 325-1824
Internet: http://region7.ou.edu

Region VIII
Texas

STAR Center (Support for Texas Academic Renewal)
Intercultural Development Research Association (IDRA)
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
Telephone: (210) 444-1710 or (888) 394-7827
Fax: (210) 444-1719
Internet: http://www.starcenter.org/

Region IX
Arizona, Colorado, Nevada, New Mexico, Utah

Southwest Comprehensive Regional Assistance Center
New Mexico Highlands University
1700 Grande Court, Suite 101
Rio Rancho, NM 87124
Telephone: (800) 247-4269 or (505) 891-6111
Fax: (505) 891-5744
Internet: http://www.cesdp.nmhu.edu/

Region X
Idaho, Montana, Oregon, Washington, Wyoming

Northwest Regional Education Laboratory
Comprehensive Center
101 Southwest Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9587 or (800) 547-6339 ext. 653
Fax: (503) 275-9625
Internet: http://www.nwrac.org/

Region XI
Northern California

Comprehensive Assistance Center
WestEd
300 Lakeside Drive
Oakland, CA 94612-3534
Telephone: (510) 302-4263 or (800) 645-3276
Fax: (510) 302-4242
Internet: http://www.wested.org/cc/

Region XII
Southern California

Southern California Comprehensive Assistance Center
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
Telephone: (562) 922-6343
Fax: (562) 940-1798
Internet: http://SCCAC.lacoe.edu/

Region XIII
Alaska

Alaska Comprehensive Regional Assistance Center (AKRAC)
Southeast Regional Resource Center
210 Ferry Way
Juneau, AK 99801
Telephone: (907) 586-6806
Fax: (907) 463-3811
Internet: http://akrac.k12.ak.us

Region XIV
Florida, Puerto Rico, and the Virgin Islands

Region XIV Comprehensive Assistance Center
at Educational Testing Service (ETS)
1000 North Ashley Drive, Suite 312
Tampa, FL 33602
Telephone: (800) 241-3865
Fax: (813) 228-0632
Internet: http://www.ets.org/ccxiv/

Region XV

Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau

Pacific Resources for Education and Learning (PREL)
Alii Place, 1099 Alakea Street, 25th Floor
Honolulu, HI 96813
Telephone: (808) 441-1300
Fax: (808) 441-1385
Internet: http://www.prel.org

PARENT INFORMATION AND RESOURCE CENTERS

The Goals 2000: Educate America Act of 1994 authorized state-level parent information and resource centers to help strengthen partnerships between parents and professionals to meet the educational needs of children.

Special Education Action Committee, Inc.
600 Bel Air Boulevard, Suite 210
Mobile, AL 36606-3501
Telephone: (334) 478-1208
Fax: (334) 473-7877
Internet: http://www.hsv.tis.net/~seachsv
http://home.hiway.net/~seachsv

Fairbanks Native Association
Alaska Family Partnership
201 First Avenue, Suite 200
Fairbanks, AK 99701-4848
Telephone: (907) 451-4323
Fax: (907) 451-4331
Internet: www.alaskafamily.org

Chandler Education Foundation, Inc.
1525 W. Frye Road
Chandler, AZ 85224-2066
Telephone: (480) 812-7632
Fax: (480) 812-7015

Center for Effective Parenting
Department of Pediatrics
800 Marshall Street
Little Rock, AR 72202
Telephone: (501) 320-4605
Fax: (501) 320-1588
Internet: www.parenting-ed.org

San Diego State University Foundation
in behalf of the June Burnett Institute
California Parent Center
6310 Alvarado Court
San Diego, CA 92120
Telephone: (877) 9PARENT (CA only)
(619) 594-3333
Fax: (619) 287-6756

Native American Parental Assistance Program
Project NAPAP
Ahmium Education, Inc.
P.O. Box 366
San Jacinto, CA 92383
Telephone: (909) 654-2781
Fax: (909) 654-3089
Internet: http:www/ahmium.com

Colorado Parent Information and Resource Center
Clayton Foundation
1445 Market Street, #350
Denver, CO 80202
Telephone: (303) 820-5634
Fax: (303) 820-5656
Internet: http:www.cpric.org

CT Parents Plus
United Way of Connecticut
1344 Silas Deane Highway
Rocky Hill, CT 06067
Telephone: (860) 571-7500
Fax: (860) 571-6530
Internet: www.ctparentsplus.org

Delaware Parent Education Resource Center
Child, Inc.
507 Philadelphia Pike
Wilmington, DE 19809-2177
Telephone: (302) 762-8989
Fax: (302) 762-8983

Greater Washington Urban League
3501 14th Street, NW
Washington, DC 20010
Telephone: (202) 291-1230
Fax: (202) 291-8200
Internet: http:www.gwul.org

Family Network on Disabilities of Florida, Inc.
2735 Whitney Road
Clearwater, FL 33760-1610
Telephone: (727) 523-1130
Fax: (727) 523-8687

Florida Center for Parent Involvement
Center of Excellence
7406 Dixon Avenue
Tampa, FL 33604
Telephone: (813) 238-5873
Fax: (813) 237-3729

Communities in Schools of Georgia
615 Peachtree Street, Suite 500
Atlanta, GA 30308
Telephone: (404) 897-2396
(404) 897-2392
Fax: (404) 888-5789

Parental Training Resource Assistance Center
Albany/Dougherty Community Partnership for Education
P.O. Box 1726
Albany, GA 31702-1726
Telephone: (912) 888-0999
Fax: (912) 888-2664
Internet: htttp.www.adpartnership.org

Hawaii Parental Information and Resource Center Project
Parents and Children Together
145 Linapuni Street
Honolulu, HI 96819
Telephone: (808) 841-6177
Fax: (808) 841-1485/1779
Internet: htttp.www.pirc-hi.org

Pacific Resources for Education and Learning (PREL)
1099 Alakea Street, 25th Floor
Honolulu, HI 96813-4500
Telephone: (808) 441-1300 Main Line
Fax: (808) 441-1385
Internet: www.prel.hawaii.edu

Family Advocate Program
3010 West State Street
P.O. Box 8808
Boise, ID 83707-2808
Telephone: (208) 345-3344
Fax: (208) 345-3700

Illinois Family Education Center
Academic Development Institute
121 North Kickapoo Street
Lincoln, IL 62656
Telephone: (217) 732-6462
Fax: (217) 732-3696
Internet: www.adi.org

Indiana Center for Family, School & Community Partnerships
4755 Kingsway Drive, Suite 105
Indianapolis, IN 46205
Telephone: (317) 205-2595
Fax: (317) 251-7488
Internet: www.partners-in-learning.org

Iowa Parent Resource Center
The Higher Plain, Inc.
1025 Penkridge Drive
Iowa City, IA 52246
Telephone: (319) 354-5606
Fax: (319) 354-5345

Keys for Networking, Inc.
117 SW 6th Avenue
Topeka, KS 66603
Telephone: (785) 233-8732
Fax: (785) 235-6659
Internet: www.keys.org

Parental Assistance Program
Licking Valley Community Action Program
203 High Street
Flemingsburg, KY 41041
Telephone: (606) 845-0081
Fax: (606) 845-0418
Internet: htttp.www.kyparentinfo.org

YWCA/Louisiana Family
Assistance Network
3180 Convention Street
East Baton Rouge, LA 70806
Telephone: (225) 388-0026
Fax: (225) 336-0701
Internet: www.la-faNorthorg

Family Resource Project
Maine Parent Federation, Inc.
P.O. Box 2067
Augusta, ME 04338-2067
Telephone: (207) 582-3638
Fax: (202) 582-3638

The Family Works
Child Care Connection, Inc.
8300 Colesville Road
Silver Spring, MD 20910
Telephone: (301) 608-8173
Fax: (301) 608-8174
Internet: www.familyworks.org

Parent's Place–Parents Learning About Children's Education
1135 Tremont Street, Suite 420
Boston, MA 02120
Telephone: (617) 236-7210
Fax: (617) 572-2094

Families United for Success
Life Services System of Ottawa County, Inc.
160 South Waverly Road
Holland, MI 49423
Telephone: (616) 396-7566
Fax: (616) 396-6893
Internet: htttp.www.iserv.net/~lsf-cis

Minnesota Parents Center
Connecting Families with Their Children's School
4826 Chicago Avenue
Minneapolis, MN 55417-1098
Telephone: (612) 827-2966
Fax: (612) 827-3065
Internet: htttp.www.pacer.org

Mississippi Forum on Children & Families
737 North President Street
Jackson, MS 39202
Telephone: (601) 355-4911
Fax: (601) 355-4813

Literacy Investment for Tomorrow–Missouri (LIFT)
500 Northwest Plaza, Suite 601
St. Ann, MO 63074-2221
Telephone: (800) 729-4443
Fax: (314) 291-7385
Internet: www.literacy.kent.edu/~missouri

Women's Opportunity and Resource Department (WORD)
127 North Higgins
Missoula, MT 59802
Telephone: (406) 543-3550
Fax: (406) 721-4584

Nebraska SPRING Network
Family Resource Center Coalition of Nebraska, Inc.
6949 South 110 Street
Omaha, NE 68128
Telephone: (402) 597-4839
Fax: (402) 597-4828

Blue Valley Community Action, Inc.
P.O. Box 273
Fairbury, NE 68352
Telephone: (888) 550-3722

Sunrise Children's Hospital Foundation
3196 South Maryland Parkway, #307
Las Vegas, NV 89109
Telephone: (702) 731-8373
Fax: (702) 731-8372
Internet: htttp.www.sunrise.org

Building Family Strengths
Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
Telephone: (603) 224-7005
(800) 947-7005 (NH only)
Fax: (603) 224-4365
Internet: htttp.www.taalliance.org/ptis/nhpic

Prevent Child Abuse
New Jersey Chapter, Inc.
35 Halsey Street, Suite 300
Newark, NJ 07102-3031
Telephone: (973) 643-3710
Fax: (973) 643-9222
Internet: htttp.www.preventchildabuse.org

Prevent Child Abuse Headquarters
103 Church Street, Suite 210
New Brunswick, NJ 08901
Telephone: (732) 246-8060
Fax: (732) 246-1776

Parents Reaching Out to Help (PRO)
1000-A Main Street
Los Lunas, NM 87031
Telephone: (505) 865-3700
Fax: (505) 865-3737

State University of New York at Geneseo
One College Circle
Geneseo, NY 14454
Telephone: (716) 245-5681/5211
Fax: (716) 245-5680
Internet: htttp.www.geneseo.edu

Parent Partners
Exceptional Children's Assistance Center
P.O. Box 16
Davidson, NC 28036
Telephone: (704) 892-1321
Fax: (704) 892-5028
Internet: http.www.ecac-parentcenter.org

Pathfinder Service of North Dakota
1600 Second Avenue, SW
Minot, ND 58701
Telephone: (888) 7ND-PASS
Fax: (701) 837-7548
Internet: www.pathfinder.minot.com

Ohio Parent Information and Resource Center
Lighthouse Youth Services, Inc.
5812 Madison Road, #3
Cincinnati, OH 45227
Telephone: (513) 272-0273
(800) 686-1738
Fax: (513) 272-0284
(513) 272-2485
Internet: http.www.lys.org/ohiopirc

Parents as Partners in Education
Eagle Ridge Institute
601 Northeast 63rd Street
Oklahoma City, OK 73105
Telephone: (405) 840-1359
Fax: (405) 840-5086

Oregon Parent Information and Resource Center
3417 Northeast 7th Street
Portland, OR 97212
Telephone: (503) 282-1975
Fax: (503) 282-1986
Internet: www.nwrel.org/pirc/index.html

Southwestern Pennsylvania Parental Assistance Center Project
Community Action Southwest
22 West High Street
Waynesburg, PA 15370
Telephone: (412) 852-2893
Fax: (412) 627-7713

Rhode Island Parent Information Network, Inc.
Parental Assistance Center
175 Main Street
Pawtucket, RI 02860
Telephone: (401) 727-4144
(800) 464-3399 (RI only)
Fax: (401) 727-4040
Internet: www.ripiNorthorg

South Carolina Parent Assistance Project
1338 Maine Street, Suite 602
P.O. Box 11644
Columbia, SC 29211
Telephone: (803) 256-4670
Fax: (803) 256-8093

Black Hills Parent Resource Network
Black Hills Special Services Foundation
P.O. Box 218
Sturgis, SD 57785
Telephone: (605) 347-4467
(800) 219-6247
Fax: (605) 347-5223
Internet: http.www.ty.net/prn

Parents First
NashvilleREAD, Inc.
1701 Westend Avenue, Suite 100
Nashville, TN 37203
Telephone: (615) 255-4982
Fax: (615) 255-4783
Internet: http.www.nashvilleread@aol.com

Mental Health Association in Texas
8401 Shoal Creek Boulevard
Austin, TX 78757
Telephone: (512) 454-3706
Fax: (512) 454-3725
Internet: http.www.mhatexas.org

PTA
Utah Center for Families in Education
1037 East South Temple
Salt Lake City, UT 84102
Telephone: (801) 359-3875
Fax: (801) 537-7827
Internet: www.utahfamilycenter.org

Vermont Family Resource Partnership
Addison County Parent Child Center
P.O. Box 646
Middlebury, VT 05753
Telephone: (802) 388-3171
Fax: (802) 388-1590
Internet: http.www.sover.net\acpcc

Monroe Elementary School
520 West 29th Street
Norfolk, VA 23508
Telephone: (757) 441-2045
Fax: (757) 441-2031

Children's Home Society of Washington
201 South 34th Street
Tacoma, WA 98408
Telephone: (253) 472-3355
Fax: (253) 475-8377

Family Connection
1837 Listraria Avenue or
P.O. Box 3248
Morgantown, WV 26503-3248
or:
1000 Elmer Prince Drive
Morgantown, WV 26505
Telephone: (800) 814-5534
Fax: (304) 296-2291

Parents Plus
United Health Group of Wisconsin
P.O. Box 452
Menasha, WI 54952-0452
Telephone: (414) 729-1787
Fax: (414) 751-5038

Parent Education Network (PEN)
5 North Lobban Street
Buffalo, WY 82834
Telephone: (877) 900-9736
Fax: (307) 684-5314

REGIONAL EDUCATIONAL LABORATORIES

These laboratories, administered by the U.S. Department of Education's Office of Educational Research and Improvement, work with state and local educators to design research and development-based training programs, processes, and products for educators and policymakers.

Northeast and Islands Region

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands

Northeast and Islands Regional Educational Laboratory at Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226
Telephone: (401) 274-9548 or
(800) 521-9550
Fax: (401) 421-7650
Internet: http://www.lab.browNorthedu

Southeastern Region

Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

The Regional Educational Laboratory at SERVE
1100 West Market Street, Suite 300
Greensboro, NC 27403
Telephone: (336) 334-3211
(800) 755-3277
Fax: (336) 334-3268
E-mail: info@serve.org
Internet: http://www.serve.org

Midwestern Region
Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60523-1480
Telephone: (630) 571-4700
Fax: (630) 571-4716
E-mail: info@ncrel.org
Internet: http://www.ncrel.org

Pacific Region
Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands,
Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau

Pacific Resources for Education and Learning (PREL)
1099 Alakea Street, 25th Floor
Honolulu, HI 96813-4500
Telephone: (808) 441-1300
Fax: (808) 441-1441
Internet: http://www.prel.hawaii.edu

Southwestern Region
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701-3281
Telephone: (512) 476-6861
(800) 476-6861
Fax: (512) 476-2286
E-mail: info@sedl.org
Internet: http://www.sedl.org

Central Region
Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

Mid-Continent Research for Education and Learning
2550 South Parker Road, Suite 500
Aurora, CO 80014-1678
Telephone: (303) 337-0990
Fax: (303) 337-3005
E-mail: info@mcrel.org
Internet: http://www.mcrel.org

Appalachia Region

Kentucky, Tennessee, Virginia, West Virginia

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarrier Street
Charleston, WV 25301
Telephone: (304) 347-0400
(800) 624-9120
Fax: (304) 347-0487
E-mail: eidellt@ael.org
Internet: http://www.ael.org

Western Region

Arizona, California, Nevada, Utah

WestEd
730 Harrison Street
San Francisco, CA 94107
Telephone: (415) 565-3000
Fax: (415) 512-2024
Internet: http://www.wested.org

Northwestern Region

Alaska, Idaho, Montana, Oregon, Washington

Northwest Regional Educational Laboratory (NWREL)
101 Southwest Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9500
(800) 547-6339
Fax: (503) 275-0452
E-mail: info@nwrel.org
Internet: http://www.nwrel.org

Mid-Atlantic Region

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania

Mid-Atlantic Laboratory for Student Success (LSS)
933 Ritter Annex
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
Telephone: (215) 204-3000
Fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Internet: http://www.temple.edu/departments/lss

OTHER ORGANIZATIONS

The following lists subject-specific organizations that are open to teachers and other educators. All have developed and disseminated standards for their academic fields as they relate to Hispanic education. Some have state affiliates or chapters. Please contact them directly for further information.

The Association for Supervision and Curriculum Development
1703 North Beauregard Street
Alexandria, VA 22311-1714
Telephone: (703) 578-9600
(800) 933-ASCD
Fax: (703) 575-5400
Internet: http://www.ascd.org

Hispanic Association of Colleges and Universities
8415 Datapoint Drive, Suite 400
San Antonio, TX 78229
Telephone: (210) 692-3805
Fax: (210) 692-0823
E-mail: HACU@HACU.net
Internet: http://www.hacu.net

Hispanic Scholarship Fund
1 Samsome Street, Suite 1000
San Francisco, CA 94104
Telephone: (877) HSF-INFO
E-mail: info@hsf.net
Internet: http://www.hsf.net

League of United Latin American Citizens (LULAC)
2000 L Street, NW, Suite 610
Washington, DC 20036
Telephone: (202) 833-6130
Internet: http://www.lulac.org

Mexican American Legal Defense and Education Fund (MALDEF)
Parent Leadership Program
National Headquarters
Los Angeles Regional Office
634 South Spring Street, 11th Floor
Los Angeles, CA 90014
Telephone: (213) 629-2512
Fax: (213) 629-0266
Internet: http://www.maldef.org

National Association for Bilingual Education
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
Telephone: (202) 898-1829
Fax: (202) 789-2866
E-mail: NABE@nabe.org
Internet: http://www.nabe.org

National Council of La Raza
1111 19th Street NW, Suite 1000
Washington, DC 20036
Telephone: (202) 785-1670
Fax: (202) 776-1792
Internet: http://www.nclr.org

Teachers of English to Speakers of Other Languages, Inc.
700 South Washington Street, Suite 200
Alexandria, VA 22314
Telephone: (703) 836-0774
Fax: (703) 836-7864
Internet: http://www.tesol.edu

Appendix C: Additional Resources: Publications and U.S. Department of Education Idea Books

PUBLICATIONS

The following publications contain information to help educators create quality educational programs that help Hispanic students to reach high standards.

August, D., Hakuta, K., Olguin, F., & Pompa, D. (1995). *LEP students and Title I: A guidebook for educators.* Washington, DC: National Clearinghouse for Bilingual Education.

Crawford, J. (1997). *Best evidence: Research foundations of the Bilingual Education Act.* Washington, DC: National Clearinghouse for Bilingual Education.

Fisher, M., Perez, S.M., Gonzalez, B., Njus, J., & Kamasaki, C. (1998). *Latino education status and prospects: State of Hispanic America 1998.* Washington, DC: National Council of La Raza.

Funkhouser, J., Stief, E., & Allen, S. (1998). *Title I school-parent compacts: Supporting partnerships to improve learning, final report.* Washington, DC: U.S. Department of Education.

Garcia, E. (no date). *Education of linguistically and culturally diverse students: Effective instructional practices* (Educational practice report 1). Santa Cruz, CA: The National Center for Research in Cultural Diversity and Second Language Learning.

Kopriva, R. (2000). *Ensuring accuracy in testing for English language learners.* Washington, DC: Council of Chief State School Officers.

McCollum, H., & Russo A.W.W. (1993). *Model strategies in bilingual education: Family literacy and parent involvement.* Washington, DC: U.S. Department of Education.

McLeod, B. (1996). *School reform and student diversity: Exemplary schooling for language minority students.* Washington, DC: National Clearinghouse for Bilingual Education.

Office of Bilingual Education and Minority Language Affairs. (1995). *How Title I and Title VII can work together to improve the performance of limited English proficient students.* Washington, DC: U.S. Department of Education.

Office for Civil Rights. (1999). *Programs for English language learners.* Washington, DC: U.S. Department of Education.

President's Advisory Council Commission on Educational Excellence for Hispanic Americans. (1996). *Our nation on the fault line: Hispanic American education.* Washington, DC: Author.

Rivera, R., & Nieto, S. (Eds.). (1993). *The education of Latino students in Massachusetts: Issues, research, and policy implications.* Boston: The University of Massachusetts Press.

Teachers of English to Speakers of Other Languages. (1996). *Promising futures: ESL standards for pre-K-12 students.* Alexandria, VA: Author.

Thomas, W.P., & Collier, V. (1997). *School effectiveness for language minority students.* Washington, DC: National Clearinghouse for Bilingual Education.

The Tomas Rivera Center. (1993). *Resolving a crisis in education: Latino teachers for tomorrow's classrooms.* Claremont, CA: Author.

U.S. Department of Education. (1998). *Improving opportunities: Strategies from the Secretary of Education for Hispanic and limited English proficient students.* Washington, DC: Author.

White House Initiative on Educational Excellence for Hispanic Americans. (no date). *What works for Latino youth* (Preliminary draft). Washington, DC: Author.

U.S. DEPARTMENT OF EDUCATION IDEA BOOKS

These U.S. Department of Education Idea Books provide information on improving important program components in schools and districts that serve Hispanic students. Many of these publications are available on the Department's Web site, www.ed.gov.

U.S. Department of Education. (1995). *Extending learning time for disadvantaged students.* Washington, DC: Author.

U.S. Department of Education. (1995). *Raising the achievement of secondary school students.* Washington, DC: Author.

U.S. Department of Education. (1997). *Family involvement in children's education: Successful local approaches.* Washington, DC: Author.

U.S. Department of Education. (1997). *Roles for education paraprofessionals in effective schools.* Washington, DC: Author.

U.S. Department of Education. (1998). *Even Start programs serving mobile and migrant populations.* Washington, DC: Author.

U.S. Department of Education. (1998). *Implementing schoolwide programs. Volume 1: An Idea Book on planning.* Washington, DC: Author.

U.S. Department of Education. (1998). *Implementing schoolwide programs. Volume 2: Profiles of schoolwide programs.* Washington, DC: Author.

*U.S. Government Printing Office 2001 — 616-456/95250

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